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ABSTRACT

This document describes the Tampa Cluster human resources development (HRD) seminar that was conducted as part of Nova University's distance education program in higher education (PHE). Discussed first are HRD in the agricultural and business industrial eras and changing HRD practices/needs, Nova University's PHE and HRD program, the proceedings of the three-session Tampa Cluster HRD seminar, the conceptual framework of Nova University's program to create HRD specialists, and the projected 1993-94 and 1994-95 core curricula for Nova's PHE for South and West Florida and Tampa. A 40-item bibliography is included. Appendixes constituting approximately 50% of this document include seminar instructions/assignments and supplemental materials, instructional support materials, and the following student seminar papers: "Instructional Plan for Staff at Sarasota County Technical Institute on the Americans with Disabilities Act of 1990" (Pamela Bull LaGasse); "Human Resources Development Plan for Hillsborough Community College" (Sherry L. Kersey); and "Action Plan to Implement Technology Seminars at Embry-Riddle Aeronautical University" (Shirley Waterhouse); "Expanding the Technology Horizons at Florida Community College at Jacksonville" (Margaret J. Dooley); and "Five-Year Action Plan for Nova University's Programs for Higher Education to Require Personal Computers" (Robert W. Hill). Each seminar paper contains a bibliography and appendixes. Numerous transparency masters are included. (MN)

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ED 372 277

TOWARD THE 21st CENTURY: PREPARING PROACTIVE VISIONARY TRANSFORMATIONAL LEADERS FOR BUILDING LEARNING COMMUNITIES

HUMAN RESOURCE DEVELOPMENT

TAMPA CLUSTER

by

WARREN GROFF
NATIONAL LECTURER
NOVA SOUTHEASTERN UNIVERSITY
WINTER 1994

CE 066 905

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TOWARD THE 21st CENTURY:
PREPARING PROACTIVE VISIONARY TRANSFORMATIONAL LEADERS FOR BUILDING LEARNING COMMUNITIES

by

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Tampa Cluster
Winter 1994

Abstract

The ultimate purpose of graduate and postgraduate education is to design programs to promote improvement in the quality of services that are provided in a variety of different contexts and systems -- health and human services, business and industry, government and public service, and education and training.

Nova University was founded in 1964. The Ed.D. Programs for Higher Education (PHE) were started in 1972 with a focus on preparing community college personnel. That single program evolved into three areas of specialization: (a) Higher Education; (b) Adult Education; and (c) Vocational, Technical, and Occupational Education (VTOE). The VTOE specialization consisted of two seminars: Personnel - Human Resources Development (P-HRD) and the Emergence of Vocational, Technical, and Occupational (E-VTO) Education.

A curriculum change was made in 1990 which involved the (a) conversion of P-HRD to the core seminar Human Resources Development beginning fall 1990, (b) addition of Leadership as a core seminar beginning fall 1991, and (c) addition of a VTO Trends and Issues specialization seminar for second year students beginning 1992. A specialization in Computing and Information Technology (CIT) was added in 1993 and one in Health Care Education in 1994.

Human Resources Development (HRD) as a core seminar acknowledges the centrality of learning and the systemic nurturing of human resources. Computing and Information Technology (CIT) specialization seminars consist of Computer Information Networks and Database Management Systems. Understanding networks and systems is necessary to reengineer education and training.

This paper describes HRD in the Tampa Cluster and developmental tasks in creating High Performance Learners and Leaders for Building Learning Communities with focus on cognitive sciences and contemporary technology.

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G. Five-Year Action Plan for Nova University's Programs for Higher Education (PHE) to Reguire Personal Computers - Robert W. Hill
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LEARNING TO LEARN: THE CRITICAL COMPETENCY

* * * * * * * * * *

CREATIVE ORGANIZATIONAL PROTOTYPES

> I believe that there exists a possibility for a type of organization so fundamentally more creative than the traditional, authoritarian hierarchy that it is only dimly reflected, even in the most successful, current practitioners of new management principles.

Peter Senge. Sloan School of Management, Massachusetts Institute of Technology.

* * * * * * * * * *

ABCs of 3 Rs: Rethinking for Restructuring and Revitalizing

A. Agricultural Era

During the Agricultural Era, the United States had education for the elite who attended private schools and colleges for the privileged destined for the professions. Apprenticeship training was available for people who were destined to become craftsmen. The U.S. invented the "common" elementary school and spread it, first in urban areas and then in rural areas. Then, the U.S. invented secondary education and spread it in a similar manner.

B. Business Industrial Era

The transition from an agricultural era to the business and industrial era was based on low technology and know-how and took place over a long period of time. As the U.S. emerged during the business and industrial era, the vocational track was added to the academic track. A general track was added to accommodate students whose needs were not met in the academic and vocational tracks.

Major expansion occurred in the 1940s and 1950s in all sectors of the economy, particularly manufacturing and services. Rapid advances in science and technology yielded global competition and modernization at an accelerating rate. Establishments that survived, modernized with new technology in the 1960s and early 1970s. During the late 1970s and the early 1980s, it became apparent that modernization of industrial era establishments was necessary, but insufficient. The surviving manufacturing sector establishments modernized several times with contemporary technology and then began to restructure. More important, however, a few establishments began to recognize the centrality of Human Resources Development committed to Total Quality with world class Benchmarking Standards.

Alternative education has been available since the beginning of time. There have always been two primary forms of education: (1) direct experience and (2) that which is transmitted from one member of a species to another via communications. Alternative education made considerable advances with the invention of telecommunications, a trend that will accelerate with electronic books and libraries, voice activated devices, and videoconferencing.

An analysis of alternative education for a workshop for the Department of Education of Arkansas in 1989, yielded the following categories of alternative education: contemporary traditional education (CTE), partial technological deschooling (PTD), collaborative lifelong learning (CLL), and outcomes based education (OBE) or solution based learning (SBL). In 1984, the New York Institute of Technology announced it was possible to complete a four-year degree program via personnel computer and modem. Technology intensive delivery systems were described in Any Home A Classroom (Halperin, 1984) and The Education Utility (Gooler, 1986). Nontraditional education today will be traditional education tomorrow.

Although the manufacturing sector of the economy began to fundamentally restructure in the 1980s, the service sector of the economy is lagging behind other sectors. Two extremely costly services are health and education. With regard to education, the U.S. ranks second in terms of expenditure for elementary and secondary education and ranks last or nearly last in math and all categories of science among industrialized nations. Health and education will be modernized and restructured. The key issues are: (a) based on what beliefs, values, and research; (b) designed on what principles; and (c) restructured by whom (Groff, 1991).

C. Cognitive Synapses and Communication Technologies

Leaders have begun to realize the centrality of the brain and research in the cognitive sciences. Advances in research and development yielded communication and information technologies that have made it possible to transmit data, video, and voice instantaneously and simultaneously almost anywhere in the world. Human resource development systems will be created based on contemporary research in the cognitive sciences and the latest research in communication and information technologies.

Curriculum designers must produce High Performance Learners and Workers by (1) achieving greater efficiency from contemporary programs and (2) inventing outcomes based learning -- applications and solution oriented.

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A. AGRICULTURAL ERA

People	**Education-Training**	**Outcomes**
Elite	Schools and Colleges	"Professions"
Others	Apprenticeships	Craftsmen

B. INDUSTRIAL ERA

Privileged	Academic	Quality
	Vocational	
	General	
Disadvantaged	Drop-out	Inequality

C. ADVANCED TECHNICAL ERA

Any location a learning environment

RETHINKING, RESTRUCTURING, REVITALIZING

FROM POST - INDUSTRIAL ERA (PIE)

TO

EARLY TECHNICAL ERA (ETE)

TO

ADVANCED TECHNICAL ERA (ATE)

1970s 1980s 1990s 2000s 2010s

OVERVIEW OF PROGRAMS FOR HIGHER EDUCATION

Nova University is a nontraditional institution committed to developing practitioner oriented, problem solving, field-based doctoral programs. Nova developed doctoral program that are in the Abraham S. Fischler Center for the Advancement of Education beginning in 1972: (a) Child and Youth Studies, (b) National Education Leaders, and (c) Programs for Higher Education (PHE).

Professionals who enroll as students in PHE select one of five specializations: Adult Education; Higher Education; and Vocational, Technical and Occupational Education; Computing and Information Technology (CIT started in 1993); and Health Care Education (started in 1994).

Professional who have responsibility for vocational, technical, and occupational education, at whatever level, are admitted to the VTOE specialization in PHE. They are also admitted to the Child and Youth Studies (CYS) program which is offered in traditional and multi-tech formats.

Students enroll in clusters throughout the United States. Cluster coordinators provide assistance to students as the liaison between students and other program personnel. A regional cluster was created in the early 1980s for international students and for individuals living in remote areas. A group of 14 professionals from Taiwan enrolled in P-HRD in 1986 but stopped because of Ministry of Education mandates which have been relaxed. One student from Taiwan graduated in 1993. A Korean student graduated in 1994. The name was changed to International Cluster in 1992.

Each student completes six core seminars, two specialization seminars, four practicums, two summer institutes, comprehensives, and a Major Applied Research Project (MARP). The core seminars are held one Saturday per month during the nine month academic year. Core seminars are also offered two weeks prior to the Summer Institute and in a special format for students in the International Cluster. This format provides a means for domestic students to accelerate or catch up. Two specializations are held in conjunction with the summer institutes with some work completed (a) prior to the summer institute, (b) during the summer institute and (c) following the summer institute.

The week-long summer institutes focus on a theme and provide opportunity to hear international and national experts on the topic as well as concentrate on seminars, practicums, and PHE program requirements. Students have the opportunity to hear students' whose practicums and Major Applied Research Projects were designated as outstanding.

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HUMAN RESOURCES DEVELOPMENT

Curriculum Changes

A major curriculum change was made at the meeting of the Higher Education Director's Team in February 1990. The decision involved the (a) conversion of the vocational, technical, and occupational (VTOE) specialization seminar Personnel-Human Resources Development to the core seminar Human Resources Development (HRD) beginning fall 1990, (b) addition of Leadership as a sixth core seminar beginning fall 1991, (c) addition of a VTOE Trends and Issues specialization seminar for second year students beginning 1992, (d) elimination of Learning Theory, and (e) reduction of the number of practicums from five to four.

The Human Resources Development Seminar

Human Resources Development (HRD) has its origins in Personnel - Human Resources Development (P-HRD) which was one of two seminars in the vocational, technical, and occupational specialization. The other specialization seminar is the Emergence of Vocational, Technical, and Occupational Education (E-VTOE). P-HRD and E-VTO complemented each other very well in that the first had a focus on the workforce of the future and the other had a focus on the workplaces of the future. The seminar was flexible enough to accommodate professionals employed in education and training in a variety of contexts: health and human services, business and industry, government and the military, and schools and colleges. E-VTO had a focus on anticipating the impact of technology on workplaces.

Research

Research indicates that leadership consists of three processes: (a) analysis, (b) visions, and (c) action plans; can occur at three levels: (a) self, (b) organizational, and (c) societal; and involves three sets of competencies: (a) conceptual, (b) interactive, and (c) technical.

Conceptual Framework for HRD

HRD consists of three major topics: (a) an audit of HRD in the context in which each student works, (b) creating a vision for an area of responsibility, and (c) developing a multi-year HRD action plan for the vision. The audit could focus on analysis of mission, philosophy about service and shared governance, a vision, policies in handbooks and manuals, clarity in functions, and budget for HRD (see Attachment 2). A list of audit elements is in the "Instructions and Assignments" sent to students along with other useful information (see Appendix A).

HUMAN RESOURCES DEVELOPMENT

1. AUDIT HRD

MISSION
PHILOSOPHY
POLICIES
FUNCTIONS
BUDGET

2. VISION

STRATEGIC DIRECTION
PREFERRED SCENARIO
ORGANIZATIONAL DEVELOPMENT PLAN

3. HRD PLAN

CONCEPTUAL SKILLS
HUMAN RELATIONS SKILLS
TECHNICAL SKILLS
BUDGET

TAMPA CLUSTER HRD

A cover memo, instructions and assignments information, and a study guide were sent to students in December. The cover memo provided the conceptual framework for HRD: (a) analysis, (b) vision, and (c) action plan. Another packet contained an article on the evolution of technology and an executive summary of Printing 2000 (1990).

Assignment #1 was an analysis of HRD in the student's work context. Specifications for the paper are included in the instructions. The paper is to be sent to the faculty member one week prior to the first session. The logic of this request is three-fold. First, although basic concepts for HRD are specified in the study guide and the textbook, the concepts should be understood in the contexts in which professionals work. For example, the history of HRD can be discussed in terms of the extent to which humans are viewed as a critical resource and for which programs are available to help in their development. Second, students enrolled in PHE expect teachers to be prepared. Teachers can be better prepared if they know something about the contexts represented by the professionals in the seminar. Third, learning experiences consist of acquiring the substance of the seminar and complying with the format requirements of PHE. Evaluation of papers prior to each session provides an opportunity to emphasize substance overlooked in the papers and provide feedback and assistance for the group and individuals during breaks and after class.

First Session

An orientation to Nova and PHE was conducted by the cluster coordinator the evening prior to the first session. Seminar sessions are divided into early morning (EM), late morning (LM), early afternoon (EA), and late afternoon (LA) periods. EM consisted of an overview of HRD, discussion of basic concepts, and five minute presentations of HRD in students' work contexts. Professionals are given a sheet on which to record **significant concepts** and the **implications** for their work context (see Attachment 3).

Fifteen of the 16 professionals were from the central Florida area, one was from Okefenokee Technical Institute in Waycross, GA. Four students were taking HRD as their first seminar. For three professionals, HRD was the second seminar, two their fourth, one his fifth, four their sixth, and for two their seventh seminar. Four students are enrolled in the Computer and Information Technology (CIT) specialization which was started in 1992-93; two of the four students are taking HRD as their first PHE seminar.

Shirley Waterhouse commented on technology at Embry-Riddle Aeronautical University which leads the world in

RETHINKING, RESTRUCTURING, REVITALIZING

SIGNIFICANT CONCEPTS	IMPLICATIONS
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	
11.	
12.	

aviation and aerospace education through campuses in Daytona Beach, FL, and Prescott, AZ, and continuing education sites on military bases in the U.S. and Europe (see Attachment 4). Margaret Dooley discussed Florida Community College at Jacksonville and Pathway 2000 for the five year period 1993-1998 (see Attachment 5). Pamela Bull LaGasse discussed the School Improvement Plan at Sarasota County Technical Institute. Jerrell Basile talked about technology oriented faculty and networks at Okefenokee Technical Institute. James Buchanan spoke on the balance between organizational development and human resources development elements in the strategic plan at Florida Christian College. Kay Delk discussed the professional development resources at Seminole Community College.

Sherry Kersey commented on the integration between academic and technical program components at Hillsborough Community College. Mamie Tapp talked about needs assessment and multiple diagnosis at the University of Tampa. Trudy Williams discussed the need for a procedures manual for electronic networking and talking at St. Petersburg Junior College. Mike Hart spoke about the gap that existed between the mission and some operations. David Zorn commented on the need for comprehensive policy. Jeffrey Linek discussed the need to "Grow Your Own." Steven Kelly commented on quality centered leadership and self-directed work teams. Irma Reinpoldt talked about continuous quality improvement as a mindset and total quality management as a journey, not a destination. Fonda Johnson commented on the development opportunities that are made available through the U.S. Army. Bob Hayes discussed strategic planning at Embry-Riddle Aeronautical University and distributed copies of Handbook For Planners (Hayes & Osborne, 1993) (see Attachment 6).

LM consisted of discussion of basic concepts of HRD, the need for **clarity in mission and vision**, and creating a vision and a **preferred scenario**. Clarity in mission and vision with a preferred scenario is a necessary prerequisite to clarity in action plan and effective use of resources. The extent to which people participate in the co-creation of mission and vision is directly related to their commitment to transforming a preferred scenario into reality. However, very few employees are involved in a discussion to clarify mission or vision for an establishment or a unit.

Human Resources Development through Strategic Planning

HRD strategies include strategic planning, continuous quality improvement, empowerment of self-directed workteams, and total quality management. Strategic planning consists of an audit of an establishment's internal environment and an assessment of the external environment for the purpose of creating visions and scenarios of the future. Then, the establishment links resources to the strategic directions.

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COLLEGE OF CONTINUING EDUCATION
Embry-Riddle Aeronautical
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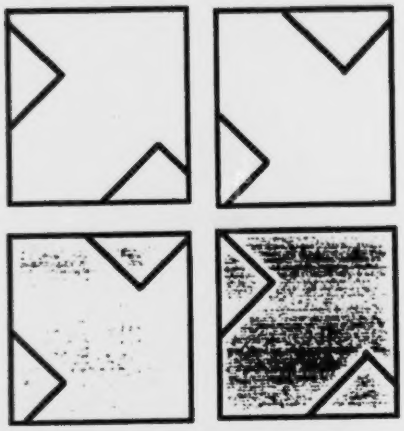
Wiesbaden Civilian: 0611-810608
Wiesbaden Military: 339-3723

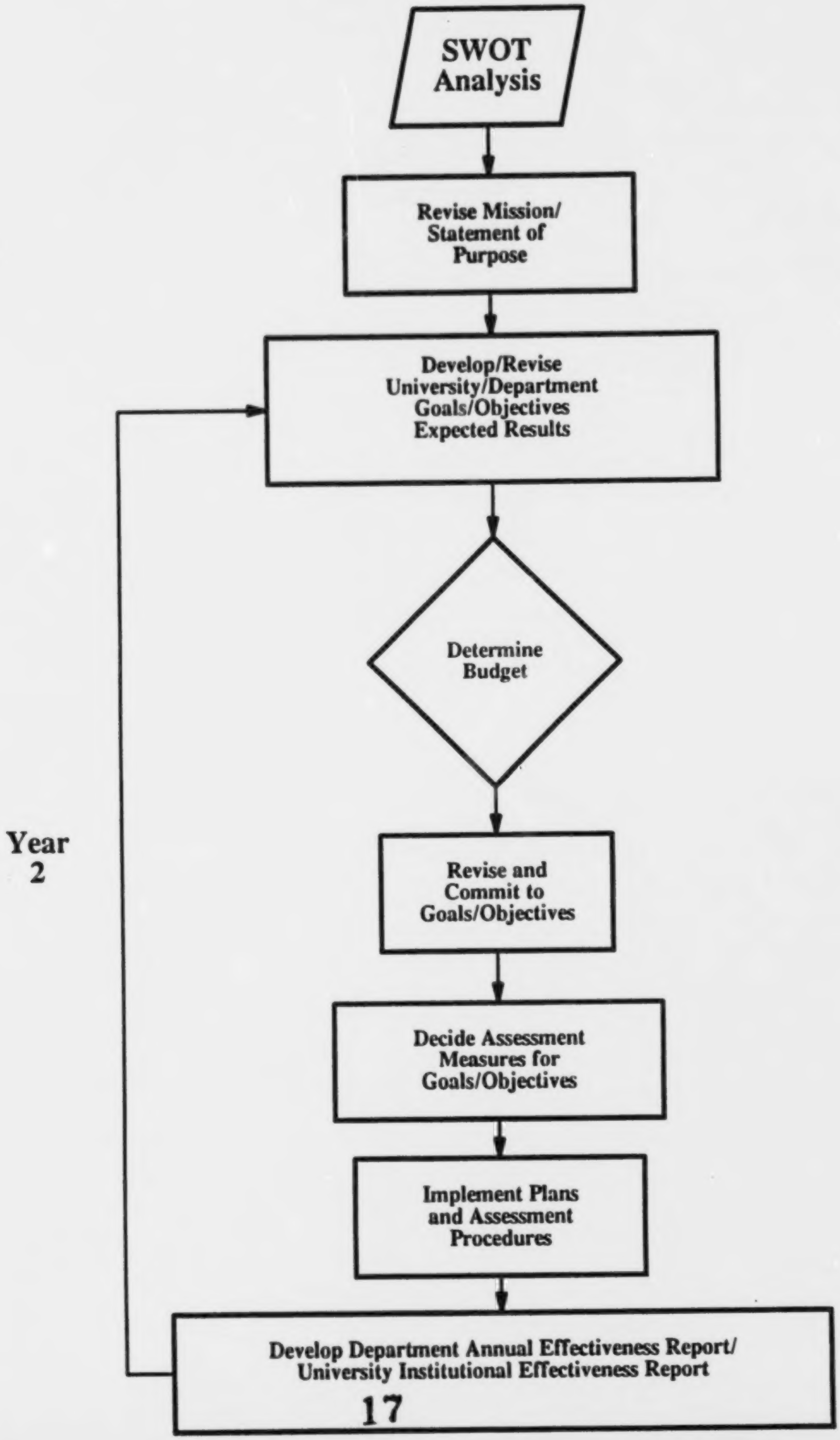
FLORIDA COMMUNITY COLLEGE
AT JACKSONVILLE

PATHWAY 2000



MISSION AND GOALS,
PRIORITY OUTCOMES
AND OBJECTIVES FOR
THE NEXT FIVE YEARS
1993 - 1998

Two Year Strategic Planning Cycle


SWOT Analysis
Revise Mission/ Statement of Purpose
Develop/Revise University/Department Goals/Objectives Expected Results
Determine Budget
Year 2
Revise and Commit to Goals/Objectives
Decide Assessment Measures for Goals/Objectives
Implement Plans and Assessment Procedures
Develop Department Annual Effectiveness Report/ University Institutional Effectiveness Report

Visioning and scenario development has evolved over the past several decades. During the 1960s and 1970s most of whatever energy was devoted to strategic planning assumed the continuation of contemporary traditional education as the dominant means of human resources development. Visions were based on a number of internal and external demographic, social, economic, technological and governmental planning variables and scenarios that were developed could be classified as (a) expansion, (b) steady state, or (c) contraction based on the mix of above-mentioned variables.

The University of Wisconsin System had one of the most sophisticated planning systems in the 1970s with categories for assumptions about future conditions and categories for goals. In 1977-78, North Central Technical College, Ohio, began a planning process which included a detailed analysis of contextual variables which were extrapolated through the 1980s for business, engineering, health, and public service programs. A College Planning and Budgeting Committee provided a great deal of direction for this function. Analysis yielded assumptions that were specified using ten categories and goals and objectives using seven categories at institutional and program levels (Groff, 1986a). Second, NCTC specified strategic directions as follows:

1. Information Processing
    A. Computer Literacy
    B. The Office of the Future or the Paperless Office
2. Electronic Delivery of Educational Programs and Services
    A. Interactive Diagnostic and Instructional Systems
    B. Telecommunications and Teleconferencing Systems
3. High Technology
    A. Advanced Machine Tool Design
    B. Microelectronics
    C. Robotics
    D. Lightwave Circuit Technology

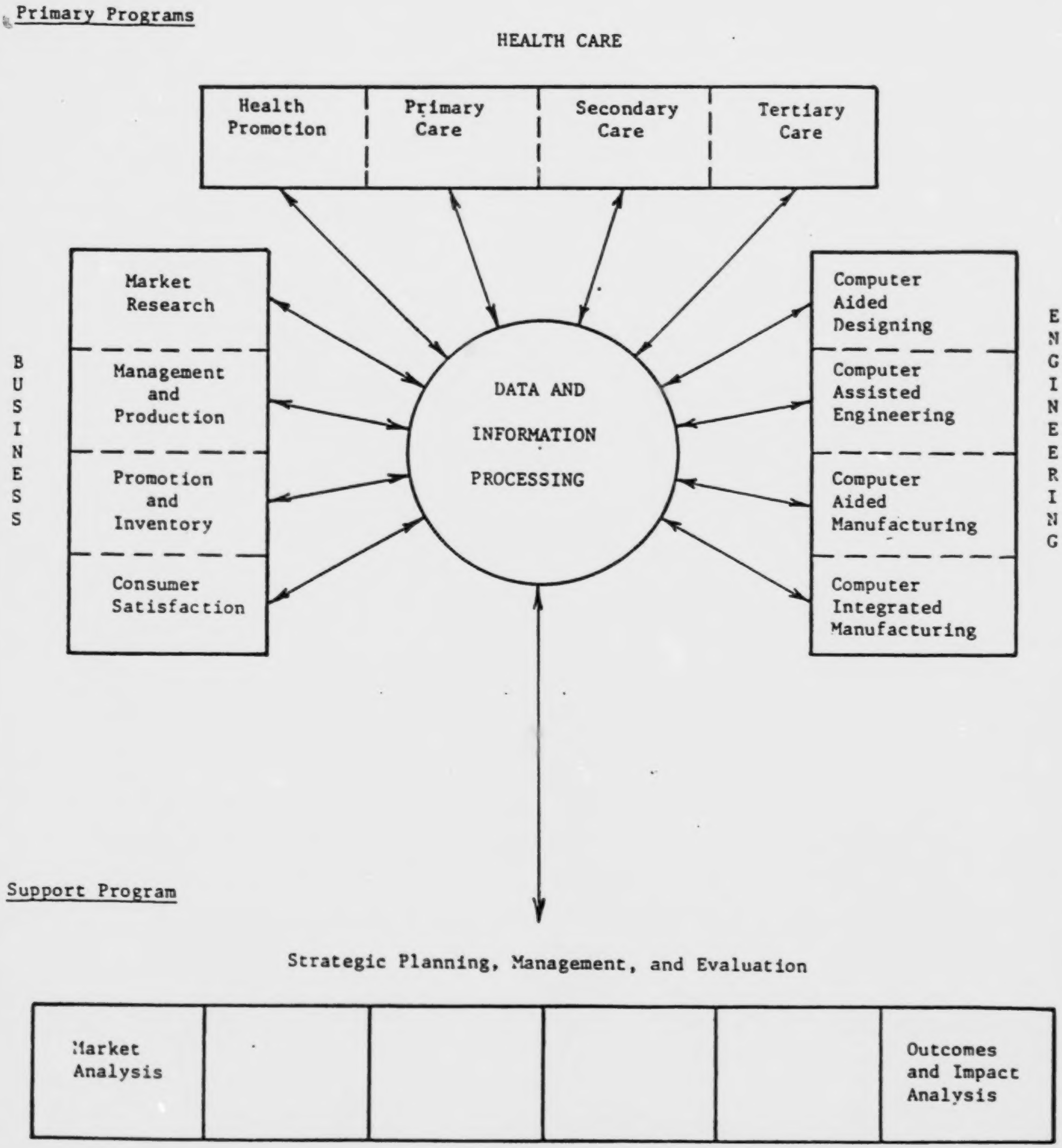
Third, operating dollars were linked to unit objectives.

NCTC then created a conceptual framwork with data and information processing at the core of its business of primary and support programs (see Attachment 7). The conceptual framework was the basis on which decisions were made for certificate and degree program upgrading, HRD programs, technology purchases, and building renovations. Several projects were the outgrowth of this effort.

Enrollment Management

NCTC developed the capability to track students by course by program by term and use the information to predict continuing student enrollments. NCTC also developed the capability to more accurately estimate new traditional student enrollment by high school within a school district. The Ohio Board of Regents provided college participation information by high school and the college was able to

DATA AND INFORMATION PROCESSING AS THE CORE OF THE HIGH TECHNOLOGY INFORMATION SOCIETY


Primary Programs
HEALTH CARE
Health Promotion
Primary Care
Secondary Care
Tertiary Care
BUSINESS
Market Research
Management and Production
Promotion and Inventory
Consumer Satisfaction
DATA AND INFORMATION PROCESSING
ENGINEERING
Computer Aided Designing
Computer Assisted Engineering
Computer Aided Manufacturing
Computer Integrated Manufacturing
Support Program
Strategic Planning, Management, and Evaluation
Market Analysis
Outcomes and Impact Analysis

determine its market share as well as friends of the college who helped students shape career and college decisions.

NCTC also began to clarify the multiple ways to get credit: transfer, proficiency, portfolio and directed study. Policies and procedures were specified which became part of documents, including handbooks (see Attachment 8).

International Trade Specialization in Business Programs

Analysis of economic data, establishments and jobs, indicated that many corporations were involved in exporting and importing commerce. Three pump manufacturing companies that produced pumps that ranged from small pumps to bail out a rowboat to large pumps used in major construction. This led to an international trade specialization consisting of three courses in the business programs.

Ohio Technology Transfer Organization

Ohio experienced a large loss of heavy manufacturing establishments and jobs. Schools and colleges were asked to assist in technology transfer in an effort to modernize plants in an effort to make them competitive and retain them and reduce the loss of jobs (Groff, 1983)(see Attachment 9).

Retraining the Unemployed

The closing of the Mansfield Tire and Rubber Co. added between 450 to 500 additional tire builders to unemployed list that was already very high. NCTC was a part of a major community-wide retraining project (Groff, 1981).

American Society for Training and Development

Many professionals who design and conduct training programs in corporations belong to the American Society for Training and Development (ASTD). ASTD has many chapters throughout the U.S. comprised of trainers who share ideas about workforce and workplace needs that range from task analysis to instructional delivery. NCTC became an active participant in Mohician Valley ASTD Chapter activities. ASTD is a major source of information about forces which are impacting on workforces and workplaces (see Appendix B).

Comprehensive Learning Center

An increase in a more diverse student body and a desire by NCTC to be more responsive to unique needs of students led to the development of a proposal to fund a Comprehensive Learning Center (CLC). The CLC application included comprehensive assessment, personnel development, and computer labs with hardware and software.

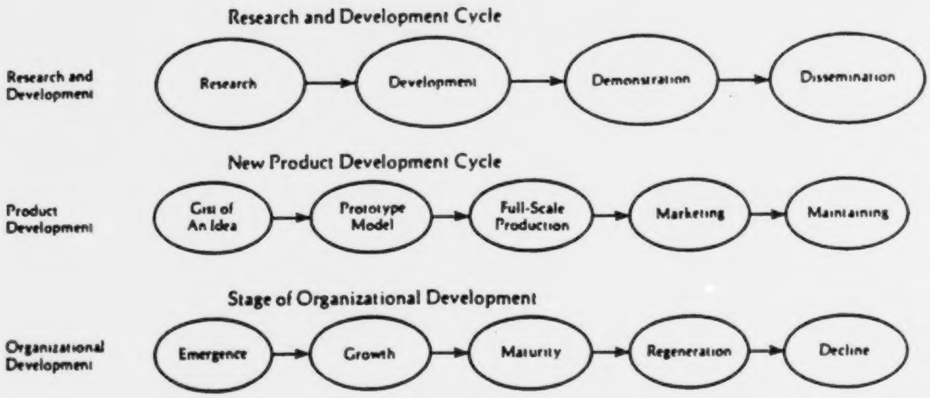
WAYS TO GET CREDIT IN DATA PROCESSING

COURSE		TRANSFER CREDIT	PROFICIENCY CREDIT	PORTFOLIO CREDIT	DIRECTED STUDY
800	Intro to Data Processing	Yes	Yes	Yes	Yes
801	Program Logic	Yes	Yes	Yes	Yes
803	Systems Analysis I	Yes	Yes	Yes	Yes
804	Systems Analysis II	Yes	Yes	Yes	Yes
806	Intro. to Computer Programming	Yes	No	Yes	Yes
812	EDP Math	Yes	Yes	Yes	Yes
813	Statistics	Yes	Yes	Yes	Yes
814	Computer Accounting	Yes	Yes	Yes	Yes
815	Advanced BASIC	Yes	Yes	Yes	Yes
820	RPG	Yes	Yes	Yes	Yes
821	Advanced RPG	Yes	No	Yes	Yes
831	COBOL I	Yes	Yes	Yes	Yes
832	COBOL II	Yes	Yes	Yes	Yes
840	Case Studies	No	No	Yes	Yes
851	Programming	Yes	Yes	Yes	Yes
861	Microcomputers I	No	No	Yes	Yes
862	Microcomputers II	Yes	Yes	Yes	Yes
863	Microcomputers III	No	No	Yes	Yes

30 credits must be completed at NCTC, 50% of which must be completed in technical courses in the field in which the degree is granted.

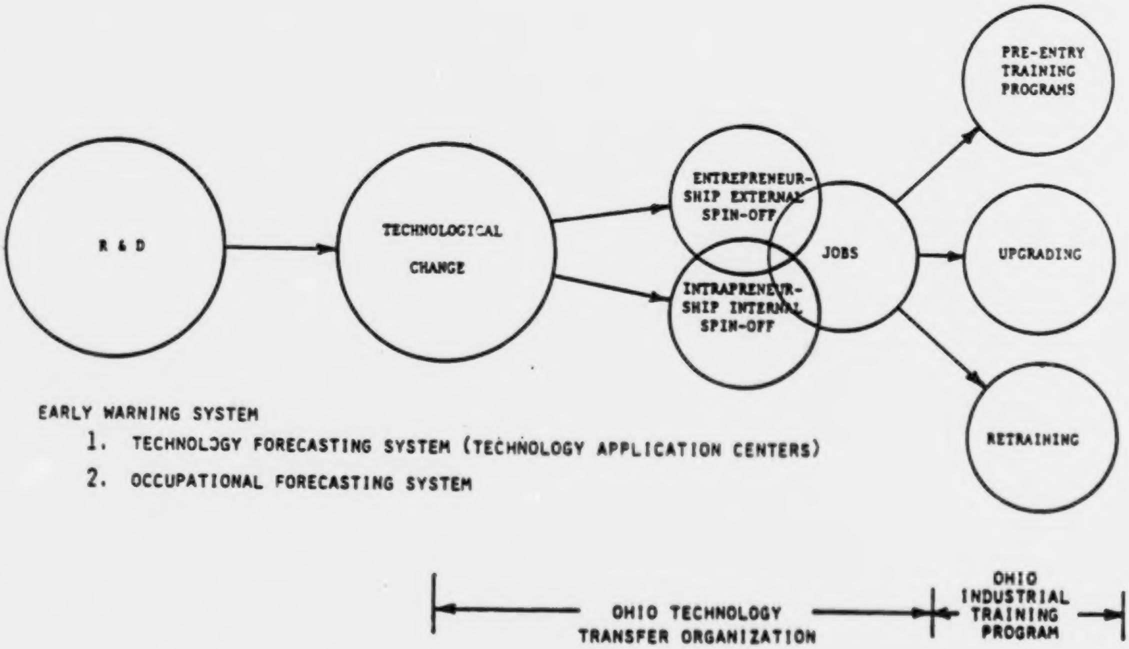
Effective 1985-86 Academic Year

Developmental Sequences


Research and Development Cycle
Research and Development
Research
Development
Demonstration
Dissemination
New Product Development Cycle
Product Development
Gist of An Idea
Prototype Model
Full-Scale Production
Marketing
Maintaining
Stage of Organizational Development
Organizational Development
Emergence
Growth
Maturity
Regeneration
Decline

Warren H. Groff. "Strategic Planning of Technology Transfer." Journal of Studies in Technical Careers. Summer 1983, Vol. 5, No. 3. Pp. 260-274.

THE RELATIONSHIP BETWEEN R & D AND ECONOMIC DEVELOPMENT


R & D
TECHNOLOGICAL CHANGE
ENTREPRENEURSHIP EXTERNAL SPIN-OFF
INTRAPRENEURSHIP INTERNAL SPIN-OFF
JOBS
PRE-ENTRY TRAINING PROGRAMS
UPGRADING
RETRAINING
OHIO TECHNOLOGY TRANSFER ORGANIZATION
OHIO INDUSTRIAL TRAINING PROGRAM

EARLY WARNING SYSTEM

1. TECHNOLOGY FORECASTING SYSTEM (TECHNOLOGY APPLICATION CENTERS)
2. OCCUPATIONAL FORECASTING SYSTEM

Academic Challenge Grant for Associate Degree Nursing

In the early 1980s, it was apparent that an electronic health care communications network would soon be possible. Patients would be able to input vital signs from their home, community-based health care unit, or physician's office which could be transmitted to a hospital for processing by a laboratory or pharmacy. Upon discharge, the information flow would be reversed. The conceptual framework led to the funding of an Academic Challenge Grant of six years for ADN which impacted other health occupations (see Attachment 10).

Conceptual frameworks play a major role in communicating a vision for a project. Many examples of conceptual frameworks for HRD projects were provided. One conceptual framework is "Components of a Human Resources Development System" in Learning Communities of the Future in which communication and information technologies are the core of the learning enterprise (Groff, 1986b). Such a conceptual framework is useful in considering learning support functions such as a library (see Attachment 10b).

Shelby State Community College developed an enrollment management system around the concept of "Student Success" which included institutional outreach, inquiry response, admissions, enrollment services, registration and retention. EM is "customer" oriented (see Attachment 11).

Students took a modified Myers Briggs test used to group professionals for visions co-creation.

EA was a discussion of HRD projects and instructions for the vision assignment. Throughout the presentation of basic concepts, professionals were asked to concentrate on the identification of an HRD project and to think in terms of vision and action plan assignments in parallel or in tandem. Appendix B contains the instructional materials used in the presentation.

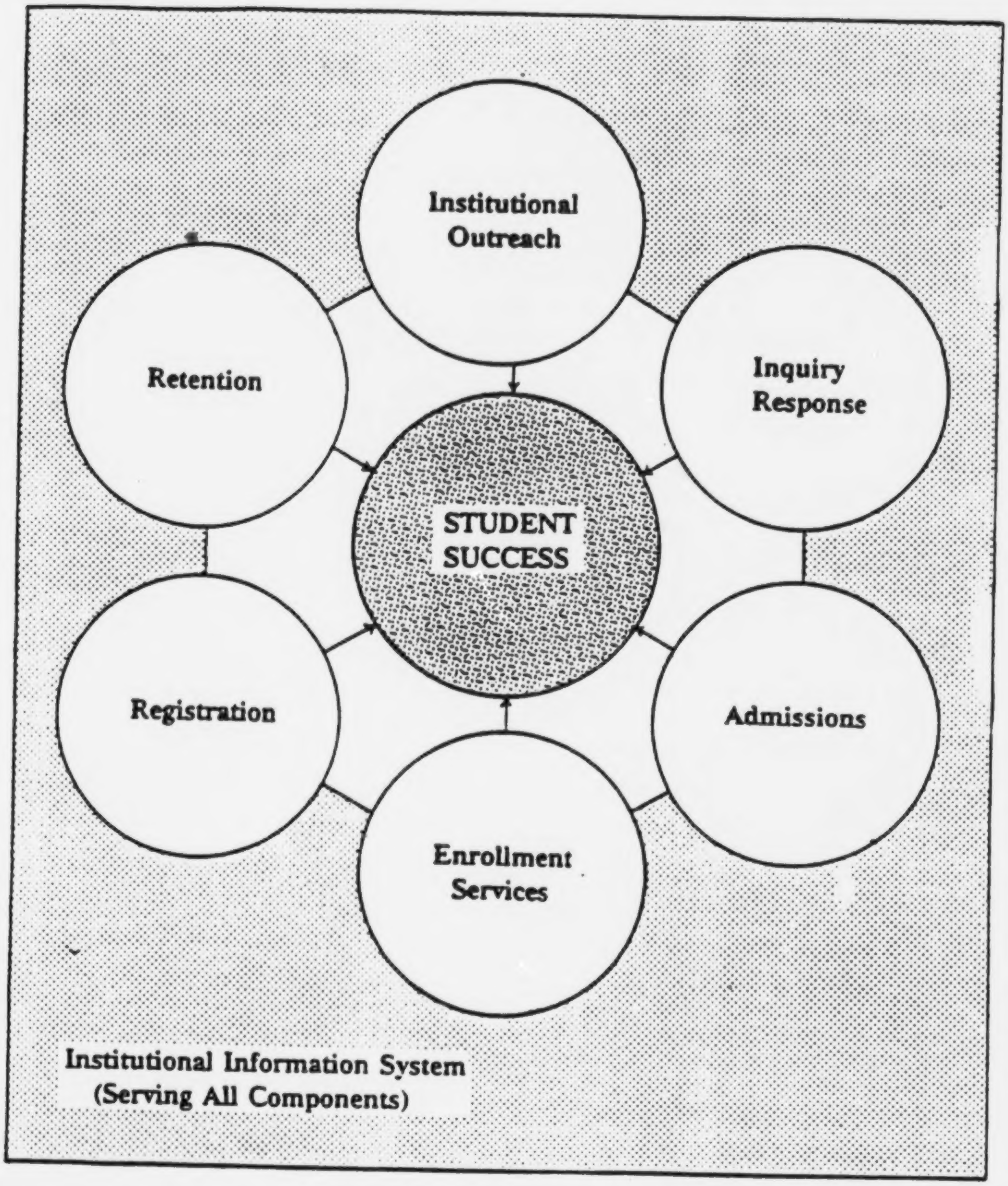
LA consisted of vision creation for the HRD projects. Students helped to co-create conceptual frameworks for visions and were group based on planning preference:

Strategic Humanists	Strategic Managers	Pragmatic Humanists	Pragmatic Managers
SW	IR	KD	MT
PL	BH	SKel	TB
SKer	MD	FJ	JL
JB	TW	DZ	MH

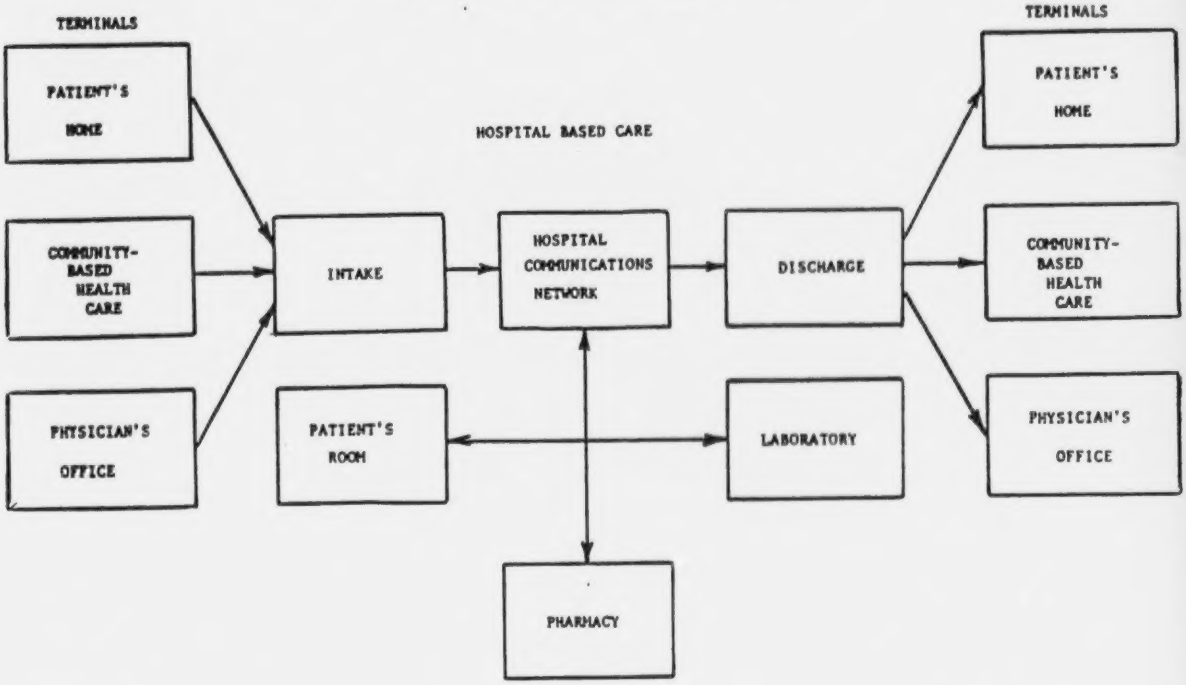
Instructions were provided for the visions assignment.

A memo was sent between session #1 and session #2 to provide additional information about Assignment #2 and to share results of diagnostic information (see Appendix A). Students were encouraged to bring articles and information.

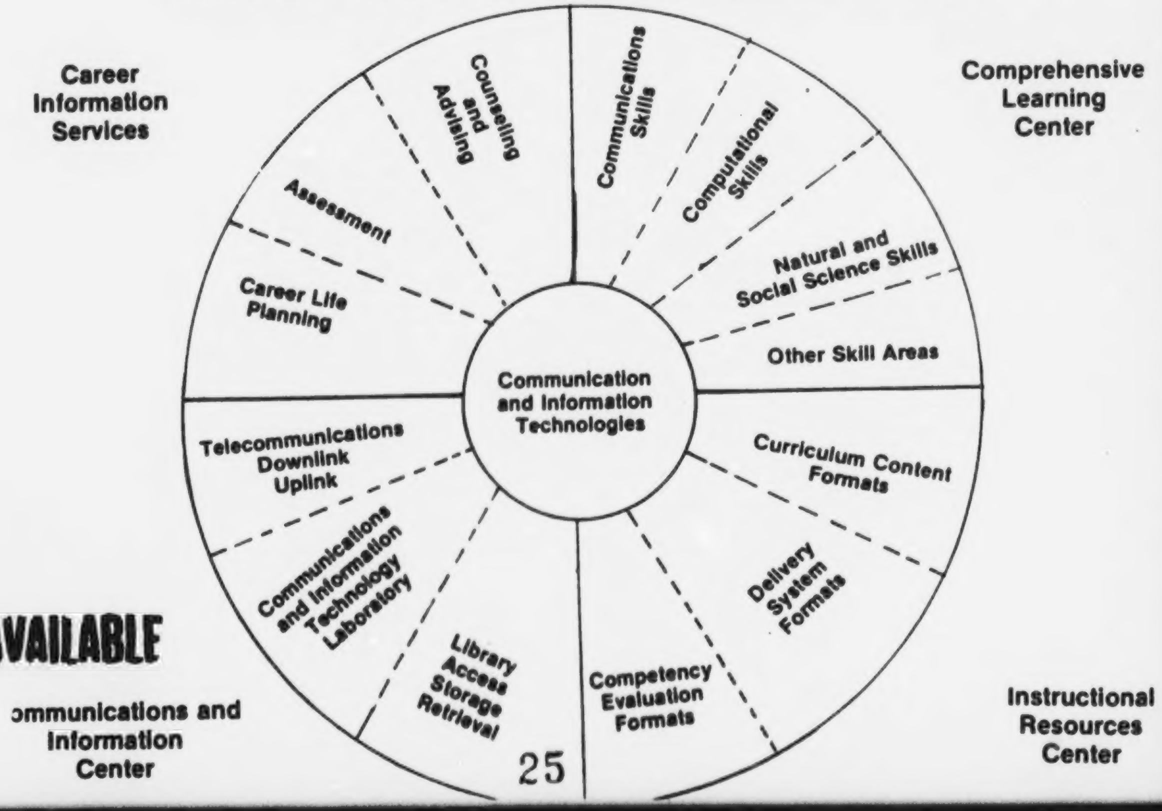
ENROLLMENT MANAGEMENT SYSTEM


Institutional Outreach
Inquiry Response
Retention
STUDENT SUCCESS
Registration
Admissions
Enrollment Services
Institutional Information System (Serving All Components)

THE HEALTH CARE ELECTRONIC COMMUNICATIONS NETWORK


TERMINALS
PATIENT'S HOME
COMMUNITY-BASED HEALTH CARE
PHYSICIAN'S OFFICE
HOSPITAL BASED CARE
INTAKE
HOSPITAL COMMUNICATIONS NETWORK
DISCHARGE
PATIENT'S ROOM
LABORATORY
PHARMACY
TERMINALS
PATIENT'S HOME
COMMUNITY-BASED HEALTH CARE
PHYSICIAN'S OFFICE

COMPONENTS OF A HUMAN RESOURCES DEVELOPMENT SYSTEM


Career Information Services
Comprehensive Learning Center
Counseling and Advising
Communications Skills
Computational Skills
Assessment
Natural and Social Science Skills
Career Life Planning
Other Skill Areas
Communication and Information Technologies
Telecommunications Downlink Uplink
Curriculum Content Formats
Communications and Information Technology Laboratory
Delivery System Formats
Library Access Storage Retrieval
Competency Evaluation Formats
ommunications and Information Center
Instructional Resources Center

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Second Session

Assignment #2 was a vision for an HRD project. After some preliminary remarks, some students made a five minute oral presentation. Conceptual frameworks were distributed for the vision. Students recorded **significant concepts** and **implications** for their work context.

Steven Kelly led off with a discussion about his conceptual framework on **quality centered leadership.** Sherry Kersey spoke about her conceptual framework for a new **faculty orientation program.** Mamie Tapp described her conceptual framework for **team leadership** based on mutual trust and respect.

Pamela Bull LaGasse discussed her conceptual framework for quality education within ADA guidelines. The U.S. prides itself in projecting the image of leading the world in **access** to **quality** services at a **reasonable cost.** Americans with disabilities have been overlooked, for the most part, in the drive for **civil and human rights.** Section 504 of the Rahabilitation Act of 1973 states that:

> No otherwise qualified handicapped individual in the United States...shall, solely by reason of... handicap, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance.

The Americans with Disabilities Act of 1990 became law on July 26, 1990, as Public Law 101-336. The Census Bureau published Americans with Disabilities: 1991/1992 (1992), the first comprehensive disability survey conducted by that agency. The report defines disability as a limitation in a functional activity or in a socially defined role or task. The number of persons with a disability is 48.9 million, or 19.4% of the total U.S. population of 251.8 Million. Voice activated and other technology can help many people with disabilities. Few leaders are prepared to deal with ADA.

Margaret Dooley discussed Pathway 2000 at Florida Community College at Jacksonville. Pathway 2000 is one outcome of a two-year planning process that yielded a five-year plan with 47 **priority outcomes** (see Appendix B). Collegewide priority outcomes are as follows:

(a) assessment of student learning,
(b) partnerships,
(c) increased learning options,
(d) learning support systems,
(e) general education,
(f) professional development,
(g) teaching excellence models,
(h) curriculum development,
(i) building internal-external partnerships,

(j) volunteerism,
(k) college recognition,
(l) resource development,
(m) leadership development,
(n) decentralized decision-making,
(o) understanding diversity,
(p) flexible support services and policies,
(q) special services,
(r) enrollment management plan,
(s) experimental learning options,
(t) scholarships for underserved groups,
(u) quality service training,
(v) improved communication systems, and
(w) focus evaluation on college goals.

College President Charles Spence stated "This is going to change the way we do business. It will change the culture of FCCJ dramatically." FCCJ has a wonderful opportunity to combine basic research from the cognitive sciences and communication and information technologies to produce a global "Learning community of the 21st Century."

Jerrell Basile presented her conceptual framework for "A Vision of a Technology Oriented Faculty at Okefenokee Technical Institute." Her presentation included reference to the "Philosophy and Purpose" and"Statement of Values:"

(a) a commitment to the development of each individual student to his or her fullest potential,
(b) a commitment to the development of a partnership with business and industry in order to serve the specific and unique needs of each,
(c) a commitment to being accessible and responsive to the needs of the commmunity and the publics we serve,
(d) a commitment to providing quality technical and adult education in a caring atmosphere, and
(e) a commitment to team organization and team function for the achievement of total quality.

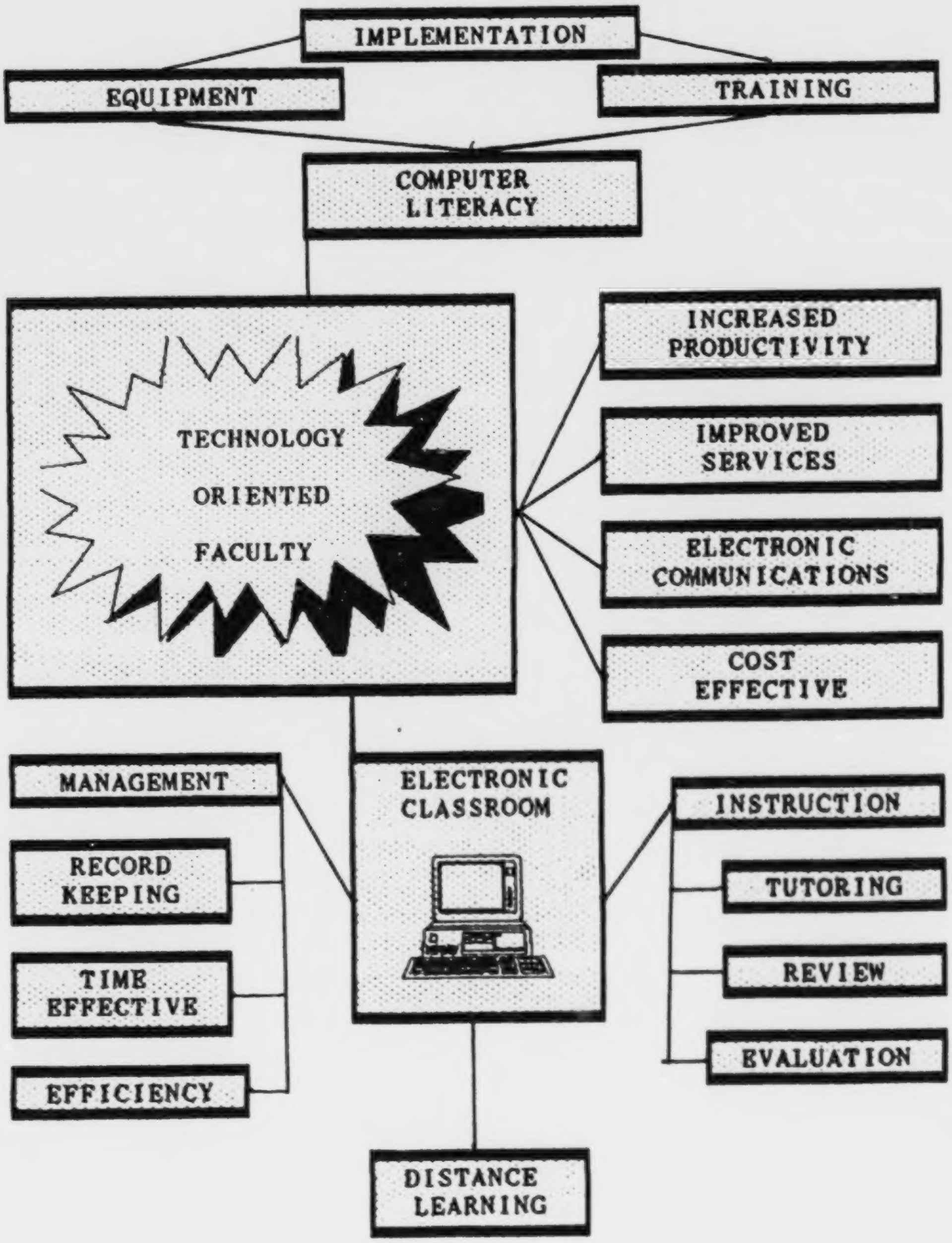
Her conceptual framework includes distance education through electronic classroom (see Attachment 12).

Shirley Waterhouse talked about a conceptual framework for "Moving Into the 21st Century with Educational Technology Seminars." The seminars include (a) "Awareness of Emerging Technology," (b) "Basic Technology Skills," (c) "Multimedia Skills," and (d) "Distance Learning Skills & The Electronic Classroom" (see Attachment 13). Jeffrey Linek concluded the series of presentations with his conceptual framwork on "Rejuvenation, Renewal and Burnout Prevention."

Significant concepts and implications were discussed. Additional conceptual frameworks could include delivery of "Learning and Health Care in the Home" (Olson, 1992)(see Attachment 14). The library/media center will be critical in the reengineering of the learning enterprise. Florida has several library consortia (see Attachment 15).

Jerrell Basile

VISION OF A TECHNOLOGY ORIENTED FACULTY


IMPLEMENTATION
EQUIPMENT
TRAINING
COMPUTER LITERACY
TECHNOLOGY ORIENTED FACULTY
INCREASED PRODUCTIVITY
IMPROVED SERVICES
ELECTRONIC COMMUNICATIONS
COST EFFECTIVE
MANAGEMENT
RECORD KEEPING
TIME EFFECTIVE
EFFICIENCY
ELECTRONIC CLASSROOM
INSTRUCTION
TUTORING
REVIEW
EVALUATION
DISTANCE LEARNING

Moving Into the 21st Century with Educational Technology Seminars

Seminar 1

Awareness of Emerging Technology

- *Desktop Videoconferencing*
- *Virtual Reality*
- *Voice Recognition*
- *Multimedia/CD-ROM*
- *Networks*
- *Computers and You*

Seminar 2

Basic Technology Skills

- *Word Processing*
- *Desktop Publishing*
- *Spreadsheets*
- *Databases*
- *Presentation Graphics*
- *Electronic Mail*
- *The Internet*

Seminar 3

Multimedia Skills

- *Overview of Multimedia*
- *Multimedia Resources*
- *Creating Multimedia Presentations*

Seminar 4

Distance Learning Skills & The Electronic Classroom

- *Videotaped Courses*
- *Desktop Videoconferences*
- *Electronic Publishing*
- *Electronic Study Guides*
- *Computer Conferences*

Shirley Waterhouse
Embry-Riddle Aeronautical University

21ST CENTURY LEARNING AND HEALTH CARE IN THE HOME:

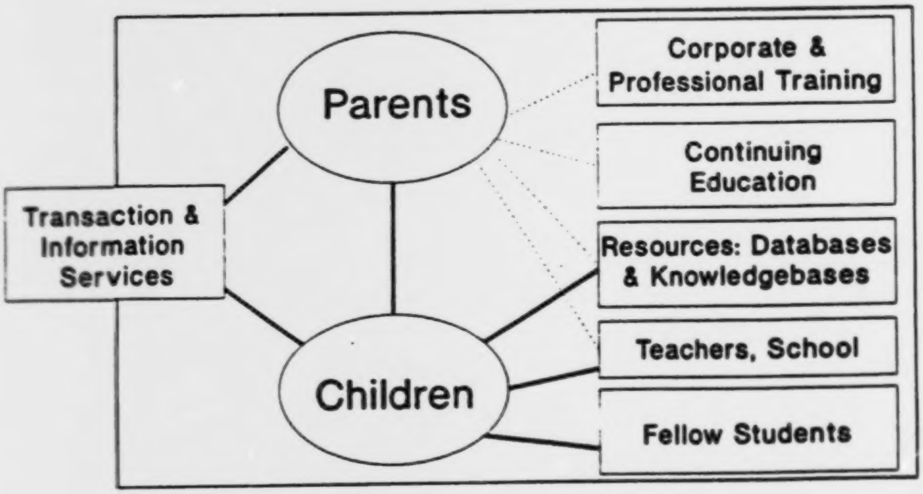
CREATING A NATIONAL TELECOMMUNICATIONS NETWORK

108 North Alfred Street
Alexandria, VA 22314
(703) 684-5880

1631 Suter's Lane NW
Washington, D.C. 2000
(202) 333-603

POTENTIAL ELECTRONIC FAMILY LEARNING ENVIRONMENT

FIGURE 1


Parents
Children
Transaction & Information Services
Corporate & Professional Training
Continuing Education
Resources: Databases & Knowledgebases
Teachers, School
Fellow Students

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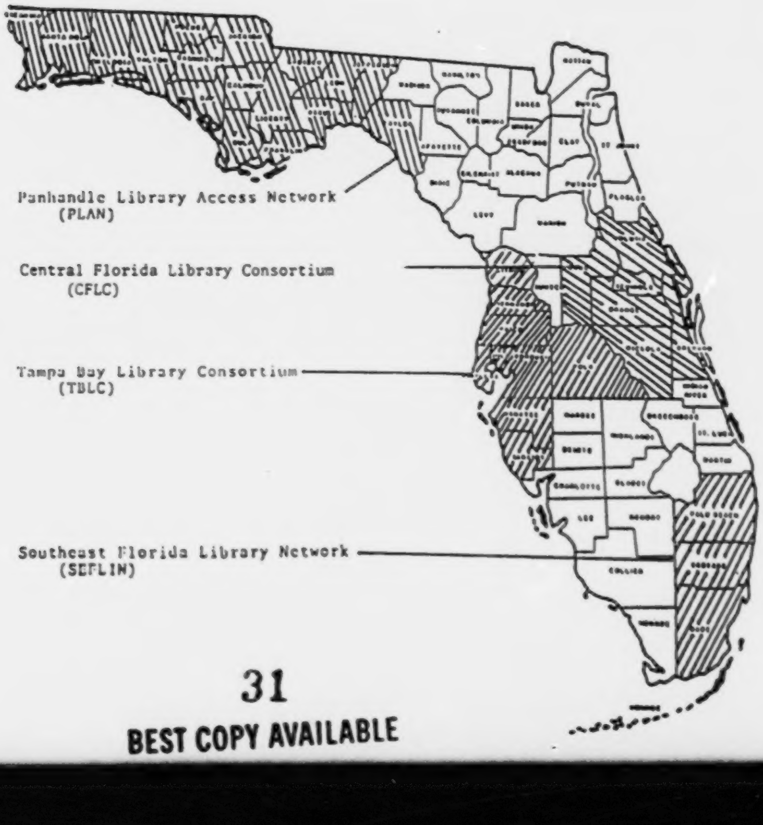
Resource Sharing Philosophy and Policies

The following statement is taken from the Library of Congress Network Advisory Committee's "Library Networking: A Statement of a Common Vision" and is endorsed by the Florida Library Network Policy Board.

> Our common vision of networking is an environment in which libraries can provide each individual in the United States with equal opportunity of access to resources that will satisfy their and society's information needs and interests. All users should have access on a timely basis to the information they require without being faced with costs beyond their own or society's means.
>
> To realize this vision, there must be technical and intellectual sharing of resources between the public and private sectors; local, state, and federal governments must fulfill their various responsibilities to individuals and society; and the diverse missions of the several types of libraries must be accommodated. As this vision becomes a reality, there will emerge a diverse but coordinated structure of networks rather than a monolithic one. Active research, rapidly developing technology, collaborative leadership, common standards, and shared communications will provide means by which the system will be further shaped as an interlocking series of local, state, regional, national, and international relationships that are capable of serving the nation's information needs.


Panhandle Library Access Network (PLAN)
Central Florida Library Consortium (CFLC)
Tampa Bay Library Consortium (TBLC)
Southeast Florida Library Network (SEFLIN)

Multitype Library Consortia in Florida

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Multi-Year Action Plan

The EA session was dedicated to converting conceptual frameworks into multi-year action plans. Multi-year action plans include (a) rationale - why, (b) goals and objectives - what in terms of outcomes, (c) methodology - how, (d) evaluation, and (e) budget (see Attachment 16).

Rationale

The analysis assignment provides information about the **REAL** and insights about HRD projects that could be selected. During the first meeting, each student can zoom in on an HRD project for which s/he will create an **IDEAL**. The **REAL** compared against the **IDEAL** provides each student with what s/he will **NEED** in the action plan:

Analysis	**REAL**
Vision	**IDEAL**
Action Plan	**NEED**

The rationale could include a reference to viability, quality of life, global information society, humanitarian things to do, equality of opportunity, contemporary model, research and theory, return on investment, comparative advantage, or other types of reasons.

Goals and Objectives

Goals are usually long term and objectives are usually short term. Goals and objectives have a focus on what is to be accomplished by when, by whom, and under what conditions. Goals should be achievable, challenging, motivating, and realistic. There should be only a few goals, from three to five. There should be only a few objectives for each goal.

Methodology

Methodology, how to do things, would be linked to objectives and could involve personnel, technology, multiple establishments, building and plant, and finances. Each of these categories has a set of subcategories. For example, the personnel category could include existing, new, number, type, competencies and skills, relationships, and human resources development. The technology category could include know-how, hard and soft technology, networks, and information and technology centers.

Evaluation and Budget

A method of evaluation was to be included in the plan. An estimate of costs was to be included in the plan.

PROPOSALS

- RATIONALE - WHY
- GOALS & OBJECTIVES
  - - WHAT (OUTCOMES)
- METHODOLOGY - HOW
- EVALUATION
- BUDGET

RATIONALE - WHY

- ESSENTIAL TO VIABILITY
- QUALITY OF LIFE
- GLOBAL INFO SOCIETY
- HUMANITARIAN THING TO DO
- EQUALITY OF OPPORTUNITY
- CONTEMPORARY MODEL/SYSTEM
- RESEARCH AND THEORY
- EXEMPLARY MODEL
- RETURN ON INVESTMENT (ROI)
- COMPARATIVE ADVANTAGE
- NATIONAL - STATE - LOCAL

American 2000 and Other Education Restructuring

America 2000 and other education restructuring projects provide insight into HRD multi-year action plans. Numerous states are implementing outcomes based education and technology education through strategic planning. Some of the New American Schools Development Corporation projects are very creative in their approach to restructuring.

America 2000 provides a conceptual framework for a multi-year action plan with the six goal categories. Readiness (Goal 1) and math and science (Goal 4) are essential to U.S. viability. The U.S. must find better ways of developing human resources in math, science, and technology to be competitive in the 21st Century. America 2000 Goal 4 has three objectives:
1. Math and science will be strengthened throughout the system, especially in the early grades.
2. The number of teachers with a substantive background in mathematics and science will increase by 50 percent.
3. The number of U.S. undergraduate and graduate students, especially women and minorities, who complete degrees in math, science, and engineering will increase significantly.

Project activities could be to attract, articulate, analyze, matriculate, transition, etc. (see Attachments 17 and 18).

The multi-year plan can be based on the adoption of standards set by the National Council of Teachers of Math, Project 2061 with benchmarks, and technology (Science for All Americans, 1991, and Benchmarks for Science, 1993). What goals and objectives should be set to raise levels of awareness of advances in science and technology and the impact on workplaces and workforces? What goals and objectives should be set to raise the level of awareness and understanding about globalization? What goals and objectives should be set for creation of open entry/ open exit curriculum? What goals and objectives should be set for continuous quality improvement toward standards?

Some of the projects include conceptual frameworks of paradigms such as in Florida's Blueprint 2000. Florida matched state goals with categories of America 2000 and the Southern Regional Educational Board (see Attachment 19). In 1989 the Florida Department of Education asked the Center for Educational Technology at Florida State University to direct a multi-year initiative to design and implement technology- based models of schooling. School Year 2000 traced the evolution of paradigms from to oral traditional paradigm to the current paradigm. The initiative also produced a technology-based paradigm (see Attachment 20). SY2000 developed a conceptual framework to guide future development of the initiative that could lead to QUALITY SYSTEMS including TQM and ISO 9000 (see Attachment 21).

Goal 4. Math and Science

Objective 3a.

To specify and implement strategies which will enhance the likelihood of increasing the number of undergraduate students, especially women and minorities, in mathematics, science, and engineering programs.

Objective 3b.

To increase significantly the number of United States undergraduate and graduate students, especially minorities and women, who complete degrees in mathematics, science, and engineering (MSE) programs (1).

3b(1). To **attract** more students into undergraduate education who indicate interest in majoring in MSE programs.

3b(2). To **articulate** MSE curricula between secondary school and lower- and upper-division postsecondary programs.

3b(3). To **analyze** MSE curricula to identify obstacles which impede students from progressing successfully toward degree completion.

3b(4). To **matriculate** more baccalaureate graduates into graduate MSE programs.

3b(5). To **transition** graduates from MSE undergraduate programs and students in graduate programs into classrooms in a variety of contexts.

3b(6). To **retain** more career entry teachers and provide for their continued professional development.

3b(7). To **explore** alternative certification processes to assist persons to enter teaching from various fields.

3b(8). To **develop** a private/public sector multiple establishment partnership to extrapolate trend analysis data to specify competencies and skills necessary for the workforce to be productive in the workplaces of the future.

3b(9). To **design**, possibly implement on a pilot basis, entirely new learning systems, beyond the contemporary traditional layered educational system, for the preparation of the MSE workforce based on the design team models from the New Generation of American Schools.

1 Minorities and women applied to all objectives.
National Science Foundation list of MSE programs attached.

MULTI-YEAR PLAN
GOAL 4 - MATH - SCIENCE
OBJECTIVE 3 - UNDERGRADUATE & GRADUATE EDUCATION

	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5
3b (1) Attract					
3b (2) Articulate					
3b (3) Analyze					
3b (4) Matriculate					
3b (5) Transition					
3b (6) Retain					

MULTI-YEAR PLAN

	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5

Comparison of National, Regional, and Proposed State Goals For Public School Education

Proposed State Goals	National Education Goals	Southern Regional Education Board Goals
The Education Coalition, meeting on January 18, 1991, recommended the following education goals for Florida:	*On March 29, 1990, the Governor and Cabinet, sitting as the State Board of Education, accepted these national education goals developed by the National Governor's Association:*	*In May 1989, the Florida Legislature adopted by resolution the following goals for public education, which were developed by the Southern Regional Education Board:*
1) Readiness to start school -- All communities and schools will collaborate to prepare children and families for children's success in school.	**1) Readiness to start school** -- By the year 2000, all children in America will start school ready to learn.	**1) Readiness to start school** -- All children will be ready for the first grade.
2) Graduation rate and readiness for postsecondary education or employment -- All students will graduate and be prepared to enter the workforce and postsecondary education.	**2) School completion** -- By the year 2000, the high-school graduation rate will increase to at least 90 percent.	**2) School completion** -- The school dropout rate will be reduced by one-half. Four of every five students entering college will be ready to begin college-level work.
3) Student performance -- Florida students will successfully compete at the highest levels internationally and be prepared to make sound economic, political and social choices.	**3) Student performance** -- By the year 2000, American students will leave grades four, eight, and twelve having demonstrated competency over challenging subject matter, including English, mathematics, science, history and geography, and every school in America will ensure that all students learn to use their minds well, so they may be prepared for responsible citizenship, further learning, and productive employment in our modern economy. By the year 2000, U.S. students will be the first in the world in mathematics and science achievement.	**3) Student performance** -- Student achievement for elementary and secondary students will be at national levels or higher. Significant gains will be achieved in the mathematics, sciences and communications competencies of vocational-education students. Schools will have improved performance and productivity demonstrated by results.

ACCOUNTABILITY FOR 21ST CENTURY SCHOOLS

Florida Department of Education • Betty Castor, Commissioner • An affirmative action/equal opportunity employer

Proposed State Goals	National Education Goals	Southern Regional Education Board Goals
4) School safety and environment -- Communities will provide an environment that is drug-free and protects all students' health, safety, and civil rights.	**4) Safe, disciplined, and drug-free schools** -- By the year 2000, every school in America will be free of drugs and violence and will offer a disciplined environment conducive to learning.	
5) Teachers and Staff -- School districts and the state will ensure professional teachers and staff.		**5) Teachers and staff** -- Salaries for teachers and faculty will be competitive in the marketplace, will reach important benchmarks, and will be linked to performance measures and standards.
6) Adult literacy -- Every adult Floridian will be literate and have the knowledge and skills needed to compete in a global economy and exercise the rights and responsibilities of citizenship.	**6) Adult literacy and lifelong learning** -- By the year 2000, every adult American will be literate and will possess the knowledge and skills necessary to compete in a global economy and exercise the rights and responsibilities of citizenship.	
		7) Postsecondary -- All institutions that prepare teachers will have effective teacher education programs that place primary emphasis on the performance of graduates. The percentage of adults who have attended college or earned 2-year, 4-year or graduate degrees will be at the national averages or higher. The quality and effectiveness of all colleges and universities will be regularly assessed, with particular emphasis on the performance of undergraduate students.

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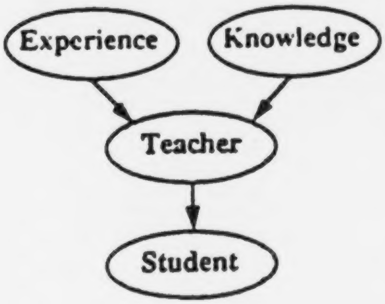
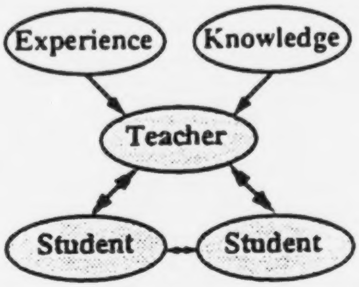
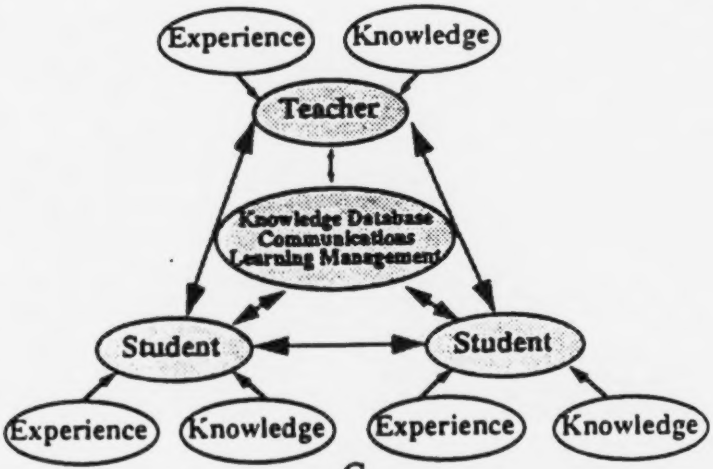

Experience
Knowledge
Teacher
Student

A
Oral Tradition
Paradigm

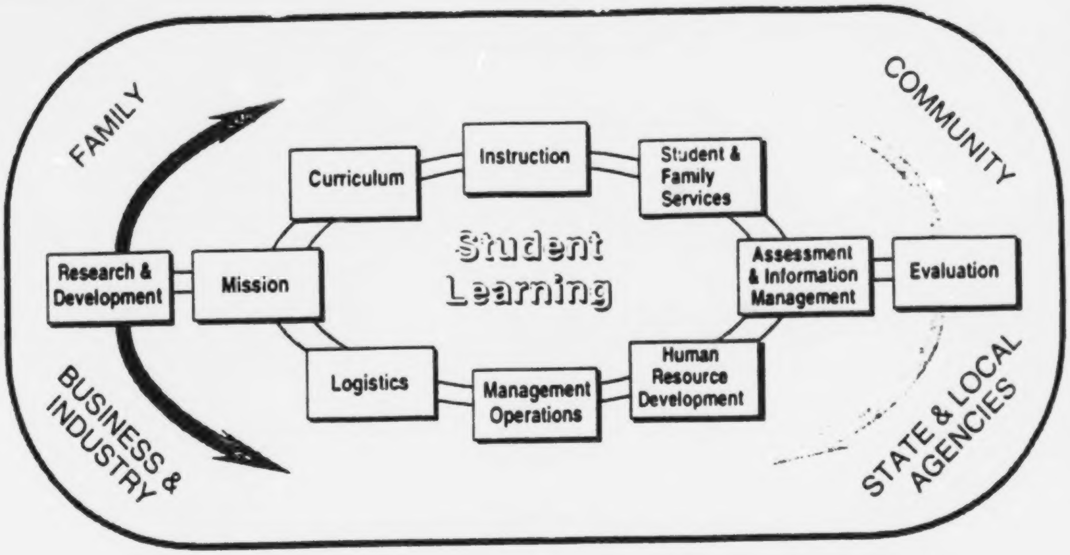

Experience
Knowledge
Teacher
Student
Student

B
Current
Paradigm


Experience
Knowledge
Teacher
Knowledge Database
Communications
Learning Management
Student
Student
Experience
Knowledge
Experience
Knowledge

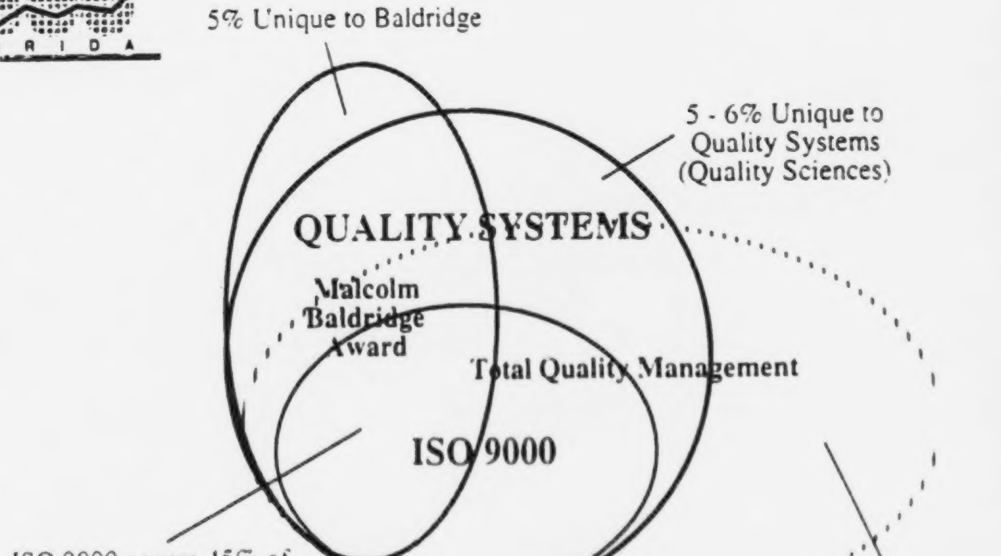
C
Technology-Based
Paradigm

SchoolYear
2000
FLORIDA


FAMILY
COMMUNITY
BUSINESS & INDUSTRY
STATE & LOCAL AGENCIES
Curriculum
Instruction
Student & Family Services
Research & Development
Mission
Student Learning
Assessment & Information Management
Evaluation
Logistics
Management Operations
Human Resource Development

Schoolyear 2000 Operations Model

SchoolYear
2000
FLORIDA


5% Unique to Baldridge
5 - 6% Unique to Quality Systems (Quality Sciences)
QUALITY SYSTEMS
Malcolm Baldridge Award
Total Quality Management
ISO 9000
ISO 9000 covers 45% of Quality Systems
40% Unique to TQM

Relationship of QUALITY SYSTEMS to ISO 9000,
Malcolm Baldridge Award, and Total Quality Management
Presented by Frank Caplan

Students specified goals and objectives and then methodology for HRD projects. In each of the two sessions, students were grouped by planning preference. Students co-created part of the vision and action plan with other persons with similar predispositions. Students co-created action plan with persons with dissimilar predispositions:

Group 1	Group 2	Group 3	Group 4
BH	MD	TW	SKer
FJ	DZ	KD	IR
MH	MT	TB	JL
SW	PL	SKel	JB

Strengths were highlighted for each of the four planning predispositions. Strategic humanists may be good at stating beliefs and values to create conceptual frameworks. Strategic managers may be good at long term solution through technology. Pragmatic humanists may be good at person centered services. Pragmatic managers may be good at routine activities. The significant concept to be learned is the unique qualities each person brings to a group.

A comparison of planning preferences was made between the Tampa Cluster, South Florida Cluster, and Phoenix Cluster. A comparison was also presented for changes in preference over the three year span between Leadership I and Leadership II in a national multi-tech Child and Youth Studies doctoral program (see Attachment 22a, 22b, and 22c).

The second session concluded with comments about the oral presentation and the final examination. Practicum ideas were also discussed. A "Survey of Workforce" questionnaire developed by Michael Cupples was distributed along with a "Technology in Schools Survey" by the Technology Steering Committee of the New Jersey School Boards Association (see Appendix B). Students were asked to develop practicum ideas and bring them to the next class.

A memo was sent between session #2 and session #3 to provide additional information about Assignment #3. Practicum help was held the evening before the next session. Students were encouraged to bring articles and information.

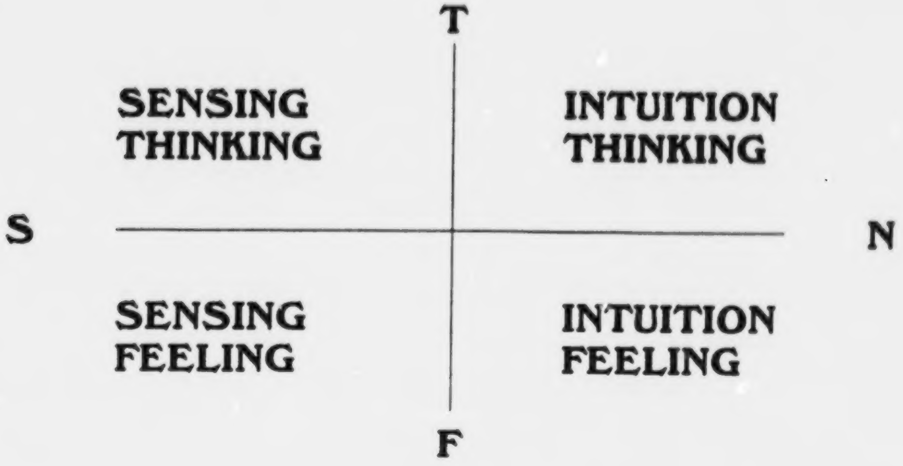
* * * * * * * * *

Telecommunications Infrastructure

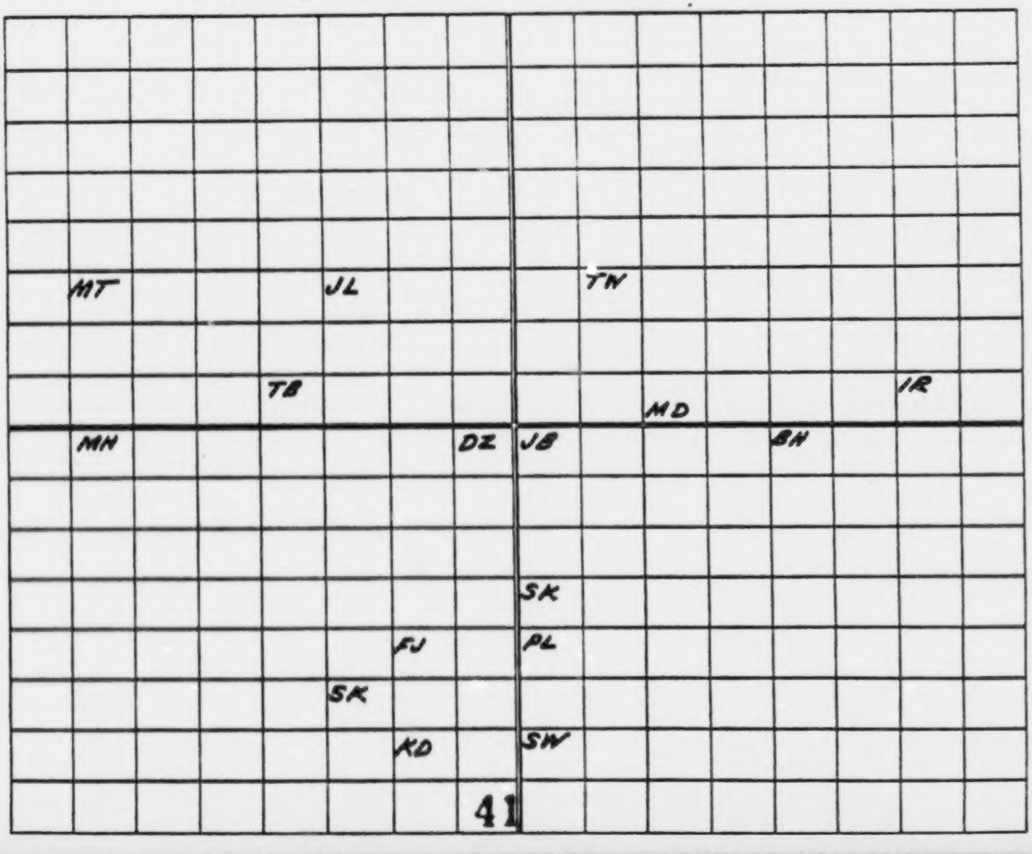
Today, a modern telecommunications infrastructure is what the railroads were at the turn of the century. The communities that have information age systems will prosper and those that don't will become ghost towns. Likewise, those communities that take advantage of the relationship between telecommunications and socioeconomic factors will be assured of new jobs, growth, and a high standard of living.

Southern Bell

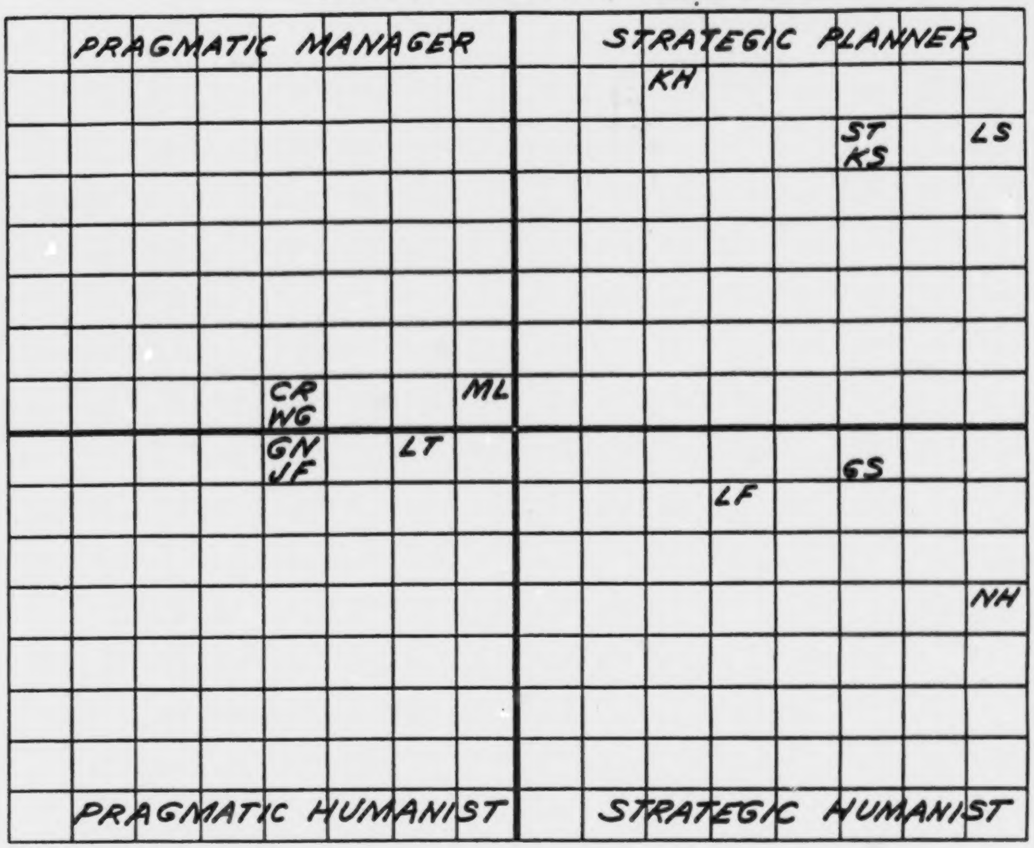
MYERS-BRIGGS TYPES


T
SENSING THINKING
INTUITION THINKING
S
N
SENSING FEELING
INTUITION FEELING
F

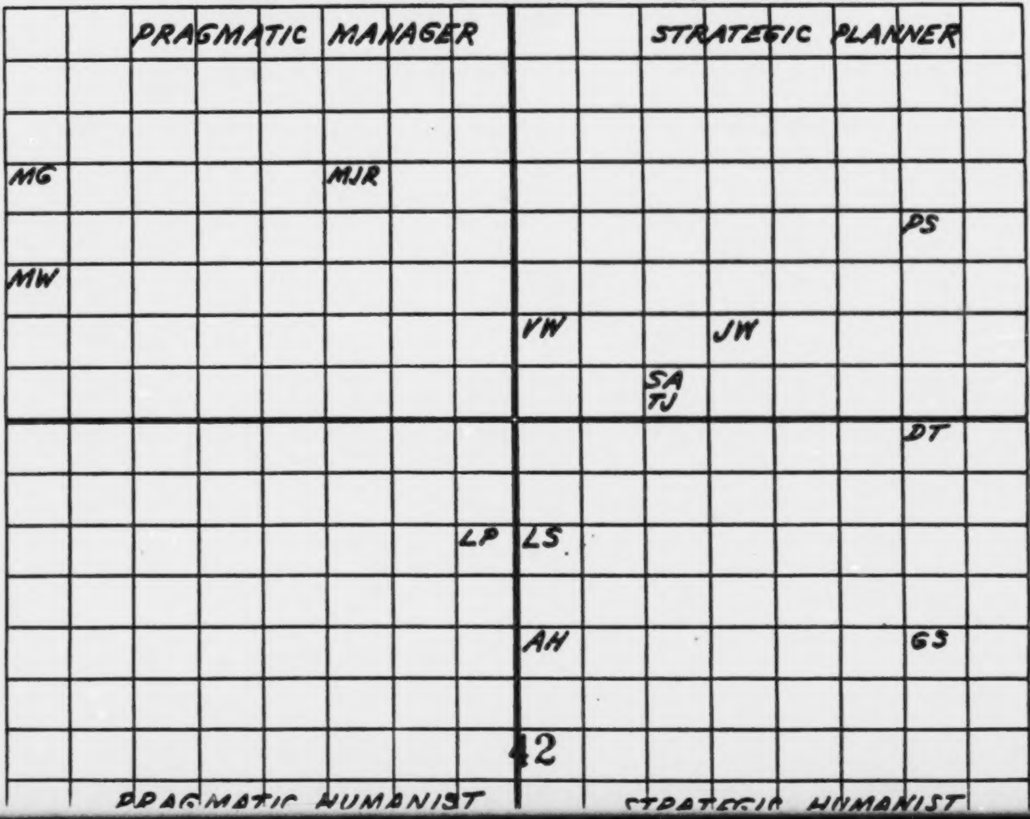
HRD. TAMPA. WINTER 1994



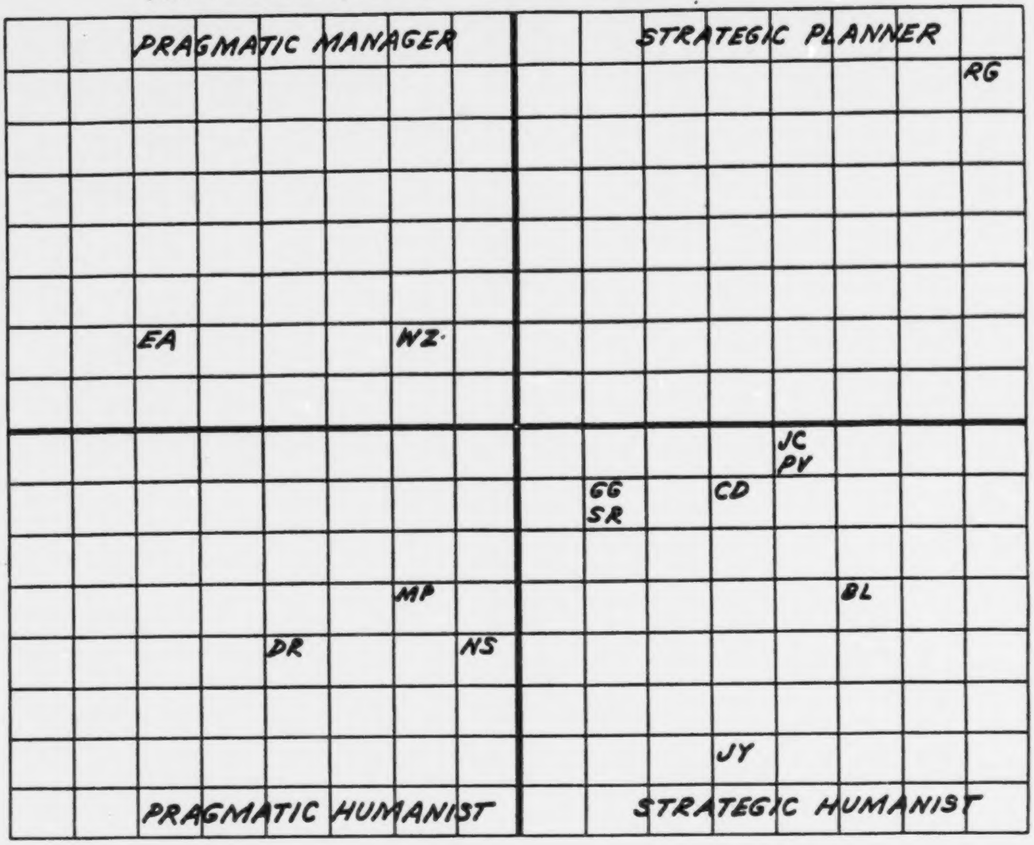
HRD, PHOENIX, FALL 1993



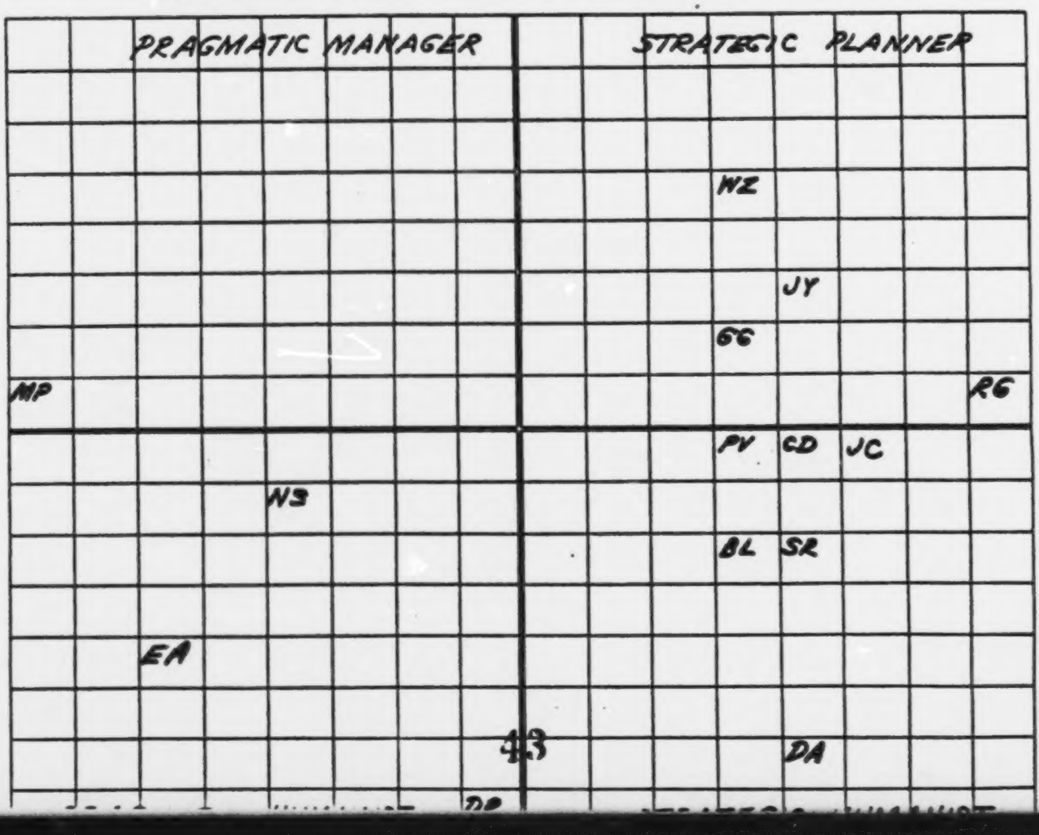
HRD, FT LAUDERDALE, FALL 1993



NATIONAL (MULTI-TECH) CLUSTER I, FEB 1991



NATIONAL (MULTI-TECH) CLUSTER I OCT 1993



Third Session

Assignment #3 was a multi-year action plan for the HRD project. Students were encouraged to submit their papers one week in advance of the class meeting and then prepare for the oral presentation of the HRD vision and action plan and for the HRD final examination. Each student made a five minute oral presentation on the project. Students recorded **significant concepts** and **implications.**

The sequence of oral presentations is based on logical connections and relationships of the projects and on a number of other variables such as displays of substantive content and oral presentation competencies. In addition, an effort is made to begin with exemplary work by professionals enrolled in their first PHE seminar.

Experience has led to the conclusion that it is important for each student to select an HRD project that is a high priority for the individual based on (a) her/his function, responsibilities, and roles and (b) the analysis of context. HRD could be viewed as having at least three areas of emphasis (a) career development, (b) training and development, and (c) organizational development.

Career development concentrates primarily on a logical progression of careers. An individual could analyze the mission of student services, creates a vision for the unit, and then develop an action plan to assist individuals in career professional development (see Attachment 23).

Second, a professional could focus on **training and development** activities to help a unit through a sequence of phases of growth. An individual could analyze the mission of a comprehensive learning center (CLC), create a vision to modernize a CLC with contemporary technology to ultimately be able to deliver courses in an open entry/open exit format into the community, and then develop an action plan with increments of growth. The phases of growth could progress from modernization within the CLC in the first year, local area networks on campus in the second year, and wide area networks with distant sites in the third year. The plan would be based on continuous quality improvement leading to enhanced student learning outcomes to benchmarked standards.

An example of emphasis on **organizational development** could grow out of an analysis and genuine commitment to collaboration with community establishments. The vision would focus on empowering people to improve quality of life and transforming the vision into an action plan to pursue restructuring of organizational development activities, a shift from blatent competition to interestablishment collaboration based on shared beliefs and values.

HUMAN RESOURCES DEVELOPMENT

	CAREER DEVELOPMENT	TRAINING & DEVELOPMENT	ORGANIZATIONAL DEVELOPMENT
ANALYSIS			
VISION			
ACTION PLAN			

GOALS & ACTION PLAN - METHODOLOGY

GOALS & ACTION	MIND	SYSTEMS
GOAL 1		
Obj 1.1		
Obj 1.2		
Obj 1.3		
GOAL 2		
Obj 2.1		
Obj 2.2		
Obj 2.3		
GOAL 3		
Obj 3.1		
Obj 3.2		

The action plan could consider research from the (a) cognitive sciences to better understand how the **mind** functions and (b) **systems** with emphasis on communication and information technology -- **databases** and **networks**.

LM is allocated to the written final examination which consists of synthesizing the HRD learning progression and commenting on how the experience can be used in work, for a practicum, or a Major Applied Research Project (MARP).

EA was a discussion of significant concepts and implications including visioning and scenario development.

Visioning and scenario development has evolved over the past several decades. During the 1960s and 1970s most of whatever energy was devoted to strategic planning assumed the continuation of contemporary traditional education as the dominant means of human resources development. Visions were based on a number of internal and external demographic, social, economic, technological and governmental planning variables and scenarios that were developed could be classified as (a) expansion, (b) steady state, or (c) contraction based on the mix of above-mentioned variables.

Advances in communication and information technologies made it possible to envision entirely new learning delivery systems in the 1980s. Technology intensive delivery systems were described in Any Home A Classroom (Halperin, 1984) and The Education Utility (Gooler, 1986). Thus, scenario classifications in the mid 1980s shifted to (a) contemporary traditional, (b) partial technological, and (c) technology intensive. Following a comprehensive contextual analysis and concensus on qualitative improvements, an institution in Texas specified three scenarios and an action plan using these categories (see Attachment 24a and b).

An analysis of alternative education completed in the late 1980s and presented at a workshop for the Department of Education of Arkansas in 1989 yielded the following categories of alternative education: within contemporary traditional education (CTE), partial technological/ Technology intensive deschooling (PTD), collaborative lifelong learning (CLL), and solution based education (SBL), an extension of outcomes based education (see Attachment 6). One unique model of CTE is the Middle College High School, a high school on a college campus. Following a comprehensive contextual analysis and concensus on qualitative improvements, an institution in Arizona specified scenarios for CTE, PTD, CLL, and SBL.

A discussion was held for practicum and MARP ideas. Cluster coordinators provide instruction in the practicum process. Faculty provide helpful hints about literature and concepts and conceptual frameworks.

CREATING VISIONS

AND

ALTERNATIVE SCENARIOS

OPTION 1

Expansion

Steady State

Contraction

OPTION 2

Contemporary Traditional

Partial Technological

Technology Intensive

OPTION 3

Contemporary Traditional

Partial Technological - Technology Intensive

Cooperative Lifelong Learning

Solution Based Learning

BUILDING COMMUNITIES AND NEIGHBORHOODS

PRELIMINARY	EARLY FALL	LATE FALL	EARLY WINTER	LATE WINTER	SPRING
Plan to Think Strategically	Internal Audit	External Assessment	Alternative Scenarios	Preferred Scenario	Strategic Plan
Plan of Action					
Scope of Work		Demographic	Contemporary		1. Health
Levels of Analysis		Social	Traditional		
Org. Structure		Economic			2. Learning
Planning Room					
Materials		Establishments & Jobs (Workforce)			
Research					3. Culture
Data Books		Technology	Partial Technological		
Communications					4. Work
Retreats					
Workshops - Technology		Global Change			5. Arts
Format of Products			Technology Intensive		
Focus on Creativity		Impact			

STRATEGIC PLAN

FOR IMPROVED QUALITY OF LIFE

	YEAR 1 RAISE AWARENESS	YEAR 2 AROUSE INTEREST	YEAR 3 DEVELOP UNDERSTANDING	YEAR 4 INCREASE COMMITMENT	YEAR 5 TOTAL DEDICATION
HEALTH					
LEARNING					
CULTURAL					
WORK					
ARTS					

HIGH PERFORMANCE LEARNER AND LEADER

Ultimate Purpose

The ultimate purpose of graduate and postgraduate education is to design programs to promote improvement in the quality of services that are provided in a variety of different contexts and systems -- health and human services, business and industry, government and public service, and education and training. To achieve that ultimate purpose, professional educators engage in basic and applied research, analyze and synthesize vast quantities of information, and create **conceptual frameworks and action plans** for the preparation of leaders for the above-mentioned contexts. PHE's mission is to produce high quality graduates in five specializations who are Human Resources Development Design Engineers. Thus, one ultimate outcome of PHE is to empower self-directed **"Learner Leaders"** who can either (a) achieve greater efficiency and effectiveness from contemporary education and training programs or (b) design more efficient and effective education and training programs.

A High Performance Learner and Leader (HPLL) in the 1990s needs better competencies and newer skills than a manager needed during the **expansion** era of the 1950s and 1960s or for the **modernization** era of the 1970s and early 1980s. Modernizing education and training in the 1970s and 1980s was difficult during a period of major advances in science and technology which impacted on workplace and workforce needs. The transition from an industrial era to an early technical era was complex and fast. However, the transition from the early technical era to the advanced technical era of the late 1990s and 21st century will be even more complex and occur at an even faster rate. What then should be the vision and action plan that is likely to yield world class HPLL? An examination of titles of reports of the VTOE specialization indicates a historical sequence of change in program emphasis that suggests direction:

Preparing Agents for Change	1984-85
Preparing Transformational Leaders	1986-87
Preparing Strategic Thinkers	1998-89
Preparing Transformational Leaders for Fundamental Restructuring	1990-91
Building Learning Communities	1992

Conceptual Framework for Competencies of a HPLL

Analysis of a number of concepts is important as a prelude to thinking about program components and formats. First, all HPLLs need to understand the PAST, the PRESENT, and have some meaningful learning experience in anticipating the FUTURE. Second, all HPLL need to understand issues such as access, cost, productivity, quality, restructuring, revitalizing, synchronizing, and thinking globally.

ERAS

PAST

PRESENT

FUTURE

ISSUES

ACCESS
COST
PRODUCTIVITY
QUALITY
RESTRUCTURING
REVITALIZING
SYNCHRONIZING
THINKING GLOBAL

"FUTURE PULL" PLANNING

	Creation	Co-Creation
ANALYSIS	External Environment (Past, Present, Future) Internal Environment (Past, Present, Future)	
VISION		
ACTION PLAN		

Access

The PAST of ACCESS is well documented in research literature. The PRESENT of ACCESS includes dimensions of the MIND and SYSTEMS. From the perspective of the MIND, acknowledge that the left hemisphere and the right hemisphere perform different functions. Beyond that, there may not be much agreement on types of intelligences or neurolinguistic programming (see Appendix B). The education system programs students to use primarily one side of the brain. From the SYSTEMS perspective, ACCESS to the electronic highways is the civil rights issue of the decade and will become increasingly more important in the 21st Century. Ponder the following advances in technology:

In 1955, it was hand set type and the platen press.

In 1981, it was the PC.

In 1985, it was desktop publishing.

In 1989, it was voice activated technology and desktop presentations with sophisticated graphics.

In 1993, it was voice activated typewriters and electronic books.

In 1994, it is multilingual continuous voice activated desktop videoconferencing which minimizes geographic, language, physical and temporal restrictions.

In 1995, it will be asynchronous transfer mode (ATM) technology on a PC.

Principle and Questions

Without access to the latest in contemporary technology, a learner is receiving less than a complete education. What are the implications of raising awareness and understanding about advances in science and technology and access to technology for PHE? What are the implications for rethinking the PHE components (seminars, practicums, and MARP) to provide access to existing NSU technology and the delivery of PHE in a multi-tech format?

Cost, Productivity, and Quality

The PAST and PRESENT of COST, PRODUCTIVITY, AND QUALITY is well documented in research literature. The State Higher Education Executive Officers (SHEEO) published a series of publications relating to the above-mentioned issues. The Tuition Dilemma - State Policies and Practices for Pricing Public Higher Education (1993) suggests that "the setting of public higher-education tuition is shaping up as the issue of the nineties. From New York to Hawaii, governing boards, legislators, and students and their parents are debating the appropriate balance between access and cost and between state support and individual contribution." The SHEEO series on productivity include Faculty Workload: State and System Perspectives (Russell, 1992) and An Agenda for Reshaping Faculty Productivity (Heydinger, 1992).

The evolution of the focus on quality and standards began with the decline in the U.S. in manufacturing superiority and later spread to the service sector of the economy, including education at all levels. Manufacturing establishments responded with techniques such as Statistical Process Control (SPC) and Statistical Quality Control (SQC). A few manufacturing establishments in the U.S. used SPC and SQC, but far more corporations in Europe and Pacific Rim countries place greater emphasis on quality outcomes with standards. The decline in quality in the U.S. led to loss of market share of goods and services, hence jobs. SPC and SQC led to many different approaches in manufacturing that are total quality techniques. A few colleges that began to teach total quality techniques in the 1980s began to try the ideas in their institutions in the early 1990s.

Principle and Questions

Strategic planning and total quality techniques are **human resources development strategies** to assist individuals and establishments through the processes of (a) analysis, (b) vision co-creation, and (c) multi-year action plan development. Analysis consists of an audit of the internal environment and an assessment of the external environment. To what extent should HPLL be expected to demonstrate competencies and skills in analysis of internal and external environments and then be able to co-create a preferred scenario and develop a multi-year action plan with continuous quality improvement which holds the potential of leading toward world class benchmark standards? What are the implications for PHE for students who may want to do that through ATM or other comparable technology?

Restructuring and Revitalizing

The industrialized nations of the world and several other newly industrialized countries are transitioning through the early technical era and speeding toward the advanced technical era of the 21st Century. A few years ago who would have imagined the following:

Collapse of the U.S.S.R.
Breakdown of the Berlin Wall
Reunification of Germany
Trade with China
Peace over Vietnam
Coalition in Persian Gulf War
Coalition in Somalia

Restructuring is affecting every aspect of economies, life, and society. Restructuring followed modernization in the 1980s, first in manufacturing and then in the service sector of the economy and society. Contemporary traditional education and training is being restructured and new American schools are being designed and implemented.

Principle and Questions

People are surrounded with technologies, undreamed of a generation ago, which make it possible to transmit data, voice, and video instantaneously almost anywhere in the world and simultaneously in several different languages. Although these technologies are becoming commonplace in business and are sometimes available to children in homes, they remain largely unused in traditional education. Contemporary communication and information technologies hold the potential for (a) re-engineering traditional education and (b) creating entirely new info era learning communities. To what extent should PHE students be aware of conditions of schools and understand the restructuring that is occurring?

The PHE curriculum consists of six core and two specialization seminars. The core seminars are arranged in any sequence, a pattern that was established based on the availability of faculty to teach the seminars. PHE enrolls professionals in any term. The largest number of enrollees tends to begin the sequence in the fall. The sequence of seminars for three Florida clusters for 1993-94 and 1994-95 are as follows:

	South Florida	Tampa	West Florida
1993-94			
Fall	HRD	Research	Research
Winter	Research	HRD	Societal Factors
Spring	Leadership	Curriculum	Leadership
Summer	Specialization	Specialization	Specialization
1994-95			
Fall	Societal Factors	Leadership	Curriculum
Winter	Curriculum	Societal Factors	HRD
Spring	Governance	Governance	Governance
Summer	Specialization	Specialization	Specialization

Students can accelerate or sequence the seminars in an order to meet their needs.

Synchronizing and Revitalizing

Global learning communities have been evolving rapidly for the past several decades as can be seen in the increase in partnerships between **multi-national** private sector group alliances and in the **distance education** movement.

Global commerce is providing the impetus for the use of contemporary communication and information technologies in the delivery of education and training. Asea Brown Boveri (ABB) is the world's largest electrical engineering group and is renowned for its research, product development, low cost manufacturing, and the transfer of technology and know-how. ABB is a **highly decentralized** organization with business units distributed in **140 countries**, employing over **200,000 people**, with a net sales in excess of $30 billion U.S. (Telegate, 1993). ABB Corporate Network, ABB-CN, is used to communicate accurately and quickly through the concept of open communications which uses many types of transmittal media: data, text/fax, voice or image video. ABB-CN has been developed to provide various types of communications capabilities around the world for the exchange of drawings, proposals, and technical information.

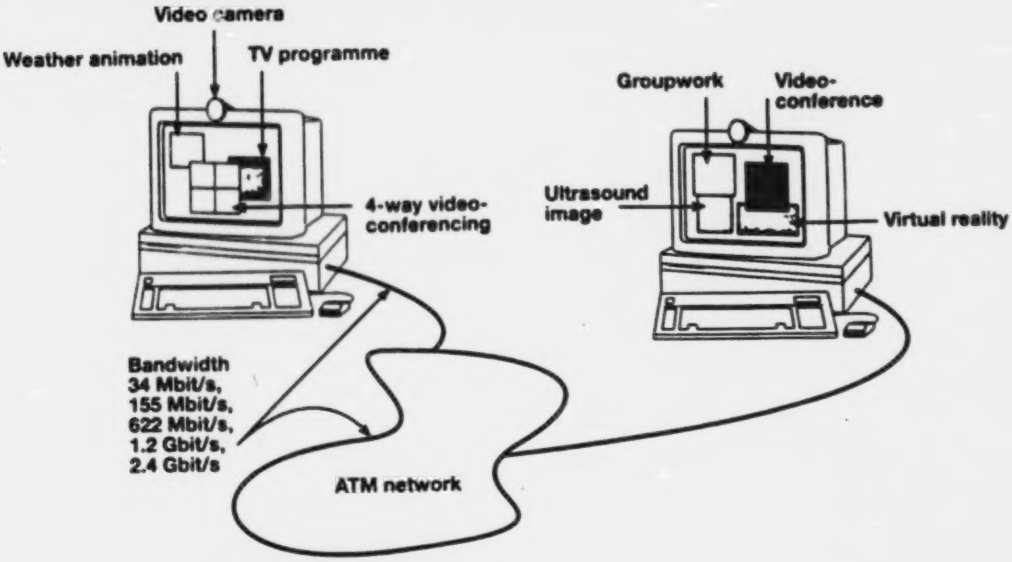
In Finland, ABB operates via a nationwide conglomerate of independent companies, ABB Group Oy, divided into more than 40 operating locations dispersed around the country with the head offices in Helsinki. ABB Group Oy makes use of the latest communications technologies, including Telecom Finland's full service concept known as Telegate. On May 3, 1993, Telecom Finland announced the world's first commercial ATM (**Asynchronous Transfer Mode**) which initially connects Helsinki with Tampere, 200 km to the north (Heinanen, 1993). ATM is a **fast packet switching technique** to transmit data in short, fixed size cells of knowledge efficiently at very high rates. Thus, Finland was the first country in the world to implement an ATM **distributed multimedia** communication network for the transmission of data, voice, and video simultaneously at speeds 1,000 times greater than had been possible prior to that date. The pilot will last one year, during which it will evolve into full production of this strategically important **new backbone technology**.

Telecom Finland is also in numerous projects using mobile technology (Mobile, 1993). In cooperation with the **National Research Centre for Welfare and Health**, four communities volunteered to apply mobile communications to areas of health and welfare beginning in 1987. Ulvila, in western Finland, wanted to focus on the **day care** of children to improve the cooperation between parents, kindergarten, and community personnel. The results have been impressive. Beyond the clear savings in expenditure, the results have yielded (a) changes from a hierarchial structure of work to horizontal interactive networking; (b) changes in self confidence, communication skills, motivation to improve skills, and new possibilities to work better; and (c) creative meetings between producers and providers of health and social services. The producers had not envisioned all the possible applications of the new mobile communication technology and the social workers had not imagined all the possible application of the technology -- solutions to problems. Consumers and providers who use contemporary communication and information technologies are more likely to continue to use such systems in whatever role they perform -- care giver, educator, or health services provider.

Principle and Questions

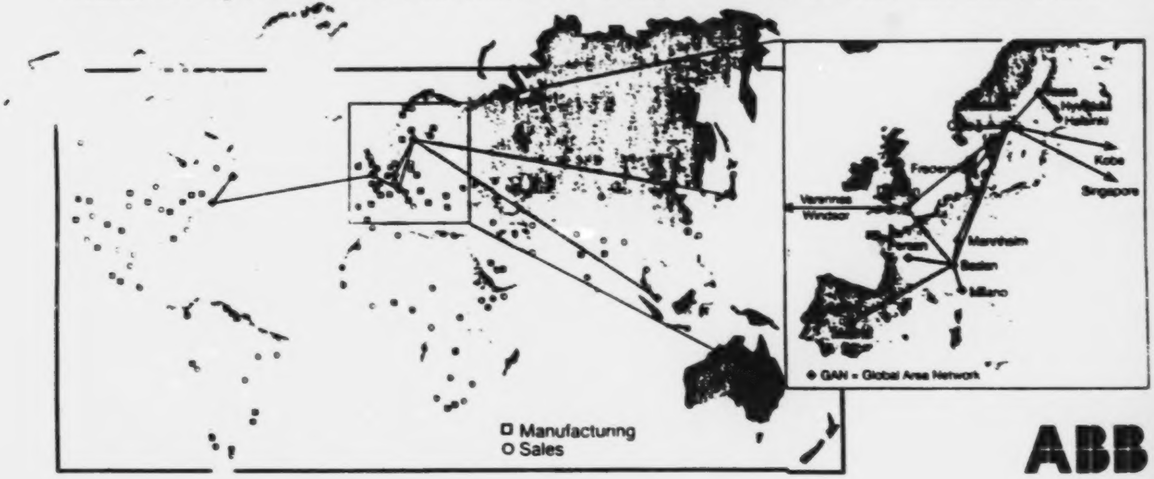
Synchronizing education and training with the world of which it is a part has been a constant challenge and will

BROADBAND APPLICATION ENVIRONMENT


Video camera
Weather animation
TV programme
4-way video-conferencing
Groupwork
Video-conference
Ultrasound image
Virtual reality
Bandwidth
34 Mbit/s,
155 Mbit/s,
622 Mbit/s,
1.2 Gbit/s,
2.4 Gbit/s
ATM network

ATM

ABB Corporate Network and Major Locations Worldwide


Helsinki
Kobe
Singapore
Varennes
Windsor
Mannheim
Baden
Milano
● GAN = Global Area Network
□ Manufacturing
○ Sales

ABB

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play an increasing role in the evolving global economy and international learning communities. Students in elementary and secondary schools in "have" communities are already interacting with peers in several different countries. What are the implications for PHE for synchronizing content with the world of which it is a part? What are the implications for PHE for thinking global in program delivery?

Summary

Each of the above-listed issues, and others, would require lengthy discussion. Even without such discussion, a "bottom line" set of characteristics includes the conceptual, interactive, and technical competencies to take a HRD problem, analyze it in terms of the external and internal environments and share the results of the analysis with others who are affected by it. Second, a HPLL should be able to create a vision of a solution to the problem and co-create that vision with others, possibly first with people who have similar predispositions and then with people who have dissimilar predispositions. Third, a HPLL should be able to transform the vision into a multi-year action plan with organizational development and human resources development components which are in harmony with each other and synchronized to workplace and workforce needs.

From this analysis, it is apparent that the present format could be enhanced through the use of a multi-tech format. Furthermore, HRD should be the first seminar in the sequence. It is in HRD that professionals can clarify their Personal Program Plan (Triple "P") and continue to clarify a concentration, possibly even designate one.

* * * * * * * * *

TECHNOLOGY

> Technology is the primary vehicle by which institutions of higher education are going to re-engineer the teaching and learning process.
>
> Robert C. Heterick, Jr., President, EDUCOM
> The Chronicle of Higher Education
> October 7, 1992, p. A-17.

CONCLUSION

PHE has added HRD to the series of core seminars. The HRD core seminar description is stated as follows:

> This seminar treats the development of human resrources within organizations. Contemporary theory, research and practice are explored. The quest to improve organizational effectiveness ultimately rests on the philosophical conviction that people are the essential capital assets. Thus, the seminar views the more effective organization of the future in terms of the strong relationship between organizational development and human resources development strategies.

The conceptual framework for the HRD core seminar consists of (1) an audit of HRD within the student's work context, (2) a vision of a strategic direction and preferred scenario for an area of responsibility within each student's work context, and (3) the creation of a multi-year HRD action plan including conceptual, interactive, and technical skills with budget estimates for implementation.

First, the HRD faculty must facilitate the seminar from the heart because the course is the soul of PHE. Second, PHE must make a Total Quality Commitment to Human Resources Development. Third, PHE must develop a multi-tech option. The HRD core seminar should be the first seminar in the multi-tech format so that each student can understand more fully the centrality and create a Professional Development Plan for maximizing growth throughout PHE.

Numerous issues will be important in the 1990s. No issue will be more important, however, than assembling the critical mass of Human Resources Development Systems Engineers who will design and implement forms of alternative education which will produce a critical mass of intellectual capital, High Performance Learners and Leaders, who can create Learning Communities in an Advanced Technical Era.

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CREATING SOMETHING NEW AND FRESH

> The major task for society and the economy is
> to create something new and fresh as opposed
> to just improving on the old.

Peter Drucker. Innovations and Entrepreneurship Principles and Practices. New York, NY: Harper and Row, Inc., 1985.

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CREATING SOMETHING NEW AND FRESH

> The major task for society and the economy is to create something new and fresh as opposed to just improving on the old.

Peter Drucker. Innovations and Entrepreneurship Principles and Practices. New York, NY: Harper and Row, Inc., 1985.

APPENDIXES

A. Welcome Letter, Instructions and Assignments, and Supplemental Memoranda
B. Instructional Support Materials
C. An Instructional Plan for Staff at Sarasota County Technical Institute on the Americans with Disabilities Act of 1990 - Pamela Bull LaGasse
D. Human Resources Development Plan for Hillsborough Community College - Sherry L. Kersey
E. Action Plan to Implement Technology Seminars at Embry-Riddle Aeronautical University - Shirley Waterhouse
F. Expanding the Technology Horizons at Florida Community College at Jacksonville - Margaret J. Dooley
G. Five-Year Action Plan for Nova University's Programs for Higher Education (PHE) to Reguire Personal Computers - Robert W. Hill
Glossary: Human Resouces Development - Robert W. Hill

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A "Third Wave" Electronic College

Judith W. Leslie uses Toffler's The Third Wave to develop an educational institution in an advanced technical era dominated primarily by electronic media.

> This methodology would allow the learner to proceed at his/her own rate and style, within his/her own time period, at his/her desired location, drawing upon learning materials from throughout the country and the world. Computer science and electronics courses and programs of study would be an integral part of the curriculum. Faculty would be cross-trained in a variety of disciplines and teaching styles. They would have flexible work schedules and loads and might share an assignment with a spouse or colleague. Many faculty would instruct from their home or electronic cottage....
>
> Judith W. Leslie. "As The Third Wave Approaches Higher Education: Planning For the Electronic Institution," CAUSE/EFFECT, January 1981, Vol. 4, No. 1, p. 15.

APPENDIX A

Welcome Letter, Instructions and Assignments, and Supplemental Memoranda

TO: Students in the Tampa Cluster

FROM: Warren H. Groff

RE: Human Resources Development (HRD) Seminar

DATE: December 1993

It is with a great deal of anticipation that I write to you about the HRD seminar. I am exceedingly pleased that we will be working together on a series of learning activities that will be challenging, exciting, and relevant to you. I will do my best to make it a very rewarding experience.

We are privileged to live during an extraordinary time -- the turning of an era. The world is passing from an industrial era to a technical era based on rapid generation and use of information. The key economic resources will no longer be raw material extracted from earth and unskilled and semiskilled labor. The essential resources are information and knowledge used by individuals.

Human Resources Development (HRD) is concerned with the people in an organization, as opposed to structure, plant, or other aspects. HRD encompasses effective approaches to human resources planning, utilization, and nurturing. HRD includes the development of conceptual, interpersonal, and technical competencies and skills to effectively contribute to mission, vision, culture, and specific functional areas.

The conceptual framework for HRD is (1) analysis, (2) vision and (3) action plan. The specific assignments for this three part conceptual framework are described on the attached "Instructions and Assignments for HRD." Following the analysis (audit) of HRD in your work context, you will select an HRD project and create a preferred scenario (paper #2) and an action plan (paper #3).

We will discuss ideas for practicum proposals which could lead to ideas for Major Applied Research Projects (MARPs).

A list of "Sources of Information" is attached.

Attached are several ERIC Document Resumes which contain a great deal of information and examples of student work.

I really look forward to working with you so that you have an extremely rewarding experience in our program.

Instructions and Assignments for Human Resources Development

The purpose of this document is to provide instructions and assignments for the Human Resources Development Seminar. The first date on which we will meet is January 22, 1994.

Research indicates that most change is attributable to human resources who use technology. Research about HRD indicates that a leader must (1) analyze strengths and weakness of the existing context, (2) develop a vision of the future, and (3) specify an action plan. These three activities are the conceptual framwork of the HRD seminar.

Each student should read the Study Guide, textbook, and primary references before starting the first assignment.

Assignment #1. Analyze the strengths and weaknesses relative to HRD of the context in which you work. You should state the mission and describe the functions of your establishment and then discuss the philosophy and policies that deal with HRD. You could analyze your establishment's strategic plan and the extent to which HRD is a part of the plan. You could analyze HRD programs and activities. (See attached list). You could analyze human behavior within the establishment. Relate theory and research with practice.

The body of your paper shall not exceed ten (10) type written, double spaced pages excluding title page (see attached), table of contents, charts, tables, references, and appendices. The paper must be in my possession by Friday, January 14, 1994, so I can review the assignments before our first meeting. Use the Publication Manual of the American Psychological Association and the PHE Guidelines. Staple your paper in the upper left corner. Do not use binders or folders. These specifications apply to all papers. Please send a Vita or Resume with the first paper. Use mail that does not require my signature. Mail your paper to Warren H. Groff, 1531 Peabody Avenue, Memphis, TN 38104. (901)-725-5287. My e-mail code is groffw.

Because students can learn a great deal from an analysis of other contexts, each person will make a brief presentation of no more than five minutes about the context in which s/he works. Handouts and a visual or two would be most appropriate. We will discuss significant concepts and their implications. I will set the stage for the second learning experience and meeting.

Assignment #2. Create a vision of the future and a preferred scenario for an HRD project of interest to you. Strategic thinking should produce a long-term vision of the future based on an analysis of alternative scenarios and the specification of a preferred scenario. The vision of the 1990s should be based on an analysis of a broad range of demographic, social, economic, technological, and political variables. A project could be content-centered or process-centered but should focus on some HRD activity for which you have some responsibility. For example, perhaps you have responsibility for writing across the curriculum, a comprehensive learning center, or student learning outcomes assessment. What is your vision of the future and your preferred scenario based on HRD internal strengths and weaknesses and external opportunities and threats? What are the HRD requirements to achieve the preferred scenario?

Assignment #3. Develop a multi-year action plan for HRD for your project. What conceptual, human relations, and technical skills should people acquire to improve quality?

Each person will make a brief five minute presentation during the morning session. You shall distribute a copy of your multiyear action plan. We will synthesize significant concepts and their implications. I will give the final examination required of core seminars and we will discuss ideas for a practicum in HRD.

The Nova University field-based docotral programs are intended to produce agents of change. If you know someone who is interested in pursuing a field-based practitioner doctoral program, feel free to invite her/him to class.

Documents You May Find Of Interest

ED 272 772 Perspectives on the Education and Training System of the Future. Paper written for ERIC Clearinghouse at The Ohio State University.

ED 280 538 The Learning Community of the Future: Education and Training in the 21st Century. Paper presented to the Commission on the Future of Community Colleges of the Am. Assoc. of Community and Junior Colleges, April 24, 1987.

ED 287 347 The Independent Learner: The Key Characteristic in Transformation Leadership. Paper presented at the Fifteenth Annual Summer Institute for Higher Education Programs for Nova University, July 27, 1987.

ED 335 519 Toward the 21st Century: Preparing Strategic Thinkers in VTO Education for Restructuring Establishments.

Community College Futures: From Rhetoric To Reality edited by Neal A. Norris. Stillwater, OK: New Forums Press, 1989.

ED 343 484 Restructuring for the 90's...And Beyond: The Era of Smart Homes, Wired Communities, Fast Systems, Global Networks, and Fast Forward Learners in a Borderless World.

TO: Fellow Members of Our HRD Learning Community

FROM: Warren H. Groff

RE: Our Next Increment of Growth

DATE: January 24, 1994

It was a pleasure to work with you in the first HRD session.

Each of you began to develop a conceptual framework for an HRD project with a vision (paper 2) which will be refined into an action plan (paper 3). You had the opportunity to co-create your vision with other professionals with similar planning preferences. Now manage your time wisely to produce your vision paper.

Outline what you think will be contained in your visions paper. The outline will ultimately become a TABLE OF CONTENTS with INTRODUCTION and CONCLUSIONS, both of which are concise and focused statements. You have a great deal of latitude with presenting the body of the visions paper. Several students working on student learning HRD projects may want to have a short section on BELIEFS, PRINCIPLES, AND VALUES. The bulk of the paper will be on the HRD project. A brief section following the HRD project could be on SUPPORT SERVICES - Library and Media Center, Communication and Information Infrastructure. Include some REFERENCES. Support information may be included in the APPENDIXES like a strategic plan or institutional effectiveness study.

Quality and substance are most important. You will add APA format in time. I appreciate papers one week before we meet. However, you were given a great deal of information as first term enrollees. I will understand if you are unable to meet that date. Other options are to send the paper the Monday before class to my home in Memphis or to the hotel if later in the week. I want to read the paper the Friday before class. The Marriott address is:

Dr. Warren H. Groff
Tampa Marriott Westshore
1001 North Westshore Boulevard
Tampa, Florida 33607-4796

The second part of the visions assignment is to have something for distribution to the cluster and PHE personnel. You decide what to distribute. Please bring 20 copies. Also, feel free to bring relevant articles with citations. You heard the gist of the project for each person. Feel free to collaborate and network. Get on-line and network electronically. You could collaborate with someone on almost every aspect of the visions paper.

Teaching the Elephant to Dance contains some good statements about vision.

The original instructions packet sent to you contained ERIC Document Resumes. ED 351 499 contains papers by three students. ED 335 519 contains the work of another student.

During the second session we will spend some time reviewing the visions and then create and co-create action plans. We will also discuss ideas for a practicum near the end of the day. If you want to, you can develop the idea on a single sheet of paper and send it to me or bring it to class.

As the "Lead Facilitator" of our HRD Learning Community, my role is to help you become a High Performance Learner and Worker to enhance the possibility of program completion. I look forward to working with you again the next session.

* * * * * * * * * *

> In the end, it is important to remember that we cannot become what we need to be by remaining what we are.

Max De Pree. Leadership Is An Art. NY: Doubleday, 1989.

5690 Hubbard Ln.
Waycross, GA. 31503
July 5, 1994

Dear Dr. Groff,

It was good to hear from you today. I am pleased that you wish to use my work in your report, and you certainly have my permission. I authorize you to use the assignment entitled "Vision of a Technology Oriented Faculty at Okefenokee Technical Institute".

I hope to see you at Summer Institute.

Sincerely,

Jerrell Basile

Jerrell Basile

APPENDIX B

Instructional Support Materials

WORKFORCE EDUCATION AND TRAINING REQUIREMENTS FOR COMMUNICATION AND INFORMATION TECHNOLOGIES AT THE UNITED STATES ARMY AVIATION CENTER

by

Michael Wayne Cupples

A Major Applied Research Project presented in
partial fulfillment of the requirements for
the degree of Doctor of Education

Nova University

December, 1992

SURVEY OF WORKFORCE

Your participation in this survey is voluntary and anonymous. The information summarized from this survey will be used for planning purposes to improve human resources development plans.

Section I. Communication and Information Technologies in the Workplace.

1. The following list contains a series of potential applications of communication and information technologies for administrative purposes and instruction development. Please rank the ten (10) most important applications according to how you feel about the significance of using these technologies in your workplace. The most important application give a "10," the next important "9," "8," "7," "6," and so forth. If you feel very strongly about certain applications not listed, you may write them in the appropriate space and rank them. Rank (10) only.

/ / Word processing on a desktop computer
/ / Electronic filing
/ / Budgeting resources
/ / Electronic presentations/briefings
/ / Electronic mail
/ / Monitoring work progress
/ / Processing information
/ / Data manipulation
/ / ____________________
/ / ____________________

/ / Controlling
/ / Videoconferencing
/ / Problem solving
/ / Goal setting
/ / Forecasting
/ / Project management
/ / Desktop publishing
/ / Scheduling
/ / ______________
/ / ______________

What bothers you about the applications of communication and information technologies in the USAAVNC workplace? ____

____

____USE BACK OF SHEET IF NEEDED

2. The following list contains a series of potential job critical skills required when using communication and information technologies for administrative purposes and instruction development. Please rank the ten (10) most important skills according to how you feel about them in relation to using these technologies in the workplace. The most important application give a "10," the next important "9," "8," "7," "6," and so forth. If you feel very strongly about certain skills not listed, write and rank them in the appropriate space. Rank 10 only.

/ / Organizing your own work
/ / Getting along with others
/ / Electronic presentations/briefings
/ / Knowledge/technical ability
/ / Ability to learn quickly
/ / Research in network/data bases
/ / Negotiation through consensus building
/ / Evaluating alternatives
/ / Putting ideas into practice
/ / Monitoring performance/work progress/budgets
/ / Enter data into spreadsheets/data bases
/ / Retrieving information
/ / Coping with change
/ / Influencing skills
/ / ____________________
/ / ____________________

/ / Electronic filing
/ / Problem solving
/ / Creativity
/ / Planning
/ / Basic computer skills
/ / Keyboarding/typing
/ / Forecasting
/ / Reasoning
/ / Goal setting
/ / Processing information
/ / Diagnostic skills
/ / Communication skills
/ / Supervisory skills
/ / Setting priorities
/ / ____________________
/ / ____________________

3. What should be the workforce education and training requirements to close the gap between applications of communication and information technologies and workforce critical skills at USAAVNC?

____

____

____

______________________________ USE BACK OF SHEET IF NEEDED

4. What bothers you about the workforce education and training requirements for communication and information technologies in the USAAVNC workplace? ____________________

____

____

______________________________ USE BACK OF SHEET IF NEEDED

5. Have you ever used communication and information technologies?

// YES, then continue with the questionnaire.
// NO, then go directly to Section II.
// DO NOT KNOW? Then talk to individual who gave you the questionnaire.

6. Check any of the following communication and information technologies that you have used.

// Desktop Computer
// Videoconference
// Desktop Publishing
// Networked Systems
// Telecommunications
// Word Processing
// Facsimile (FAX)
// Data Bases
// other: ____________________

____

______________________________ USE BACK OF SHEET IF NEEDED

7. When did you start using communication and information technologies:

// at home? __/__ month/year?

// at work? __/__ month year?

8. Was working with communication and information technologies:

// A positive experience? // A negative experience? // Do not know?

Describe your experience with communication and information technologies? ____________________

____

____

____

______________________________ USE BACK OF SHEET IF NEEDED

9. Does your current job performance plan or efficiency report support form direct you to use communication and information technologies on the job?

// Do not know // No // Yes

If yes, how will you use these technologies? ____________________

____

____

______________________________ USE BACK OF SHEET IF NEEDED

10. Was successful completion of any education and training requirements a condition before working with communication and information technologies?

// Do not know // No // Yes

If yes, then describe the education and training: ______________________________

______________________________ USE BACK OF SHEET IF NEEDED

____

11. How would you rate the adequacy of your education and training before working communication and information technologies?

// Poor // Fair // Average // Good // Excellent

Explain: ______________________________

______________________________ USE BACK OF SHEET IF NEEDED

____

12. How would you rate the relevancy of your education and training before working communication and information technologies?

// Poor // Fair // Average // Good // Excellent

Explain: ______________________________

______________________________ USE BACK OF SHEET IF NEEDED

____

Section II. Characteristics of the USAAVNC Workforce Sample. Place "X" in the applicable space // or fill in the blank with the appropriate response.

1. Sex: // Male // Female

2. Date of birth: ______/______ month/year

3. Ethnicity:

// Black of non-hispanic origin
// White of hispanic origin
// Black of hispanic origin
// Other Explain: ______________________________ USE BACK OF SHEET IF NEEDED
// American Indian/Alaskan Native
// Asian/Pacific Islander
// White not of hispanic origin

4. Workforce status: (Check One In Each Row)
// Military // Army civil service employee
// Administrative Support // Project Action // Supervisory // Other
Explain: ______________________________ USE BACK OF SHEET IF NEEDED

5. Highest formal civilian education degree completed:
// Less than high school // High school diploma // GED
// Associate degree Major: ______________________________
// Bachelor Major: ______________________________
// Master Major: ______________________________
// Doctorate Major: ______________________________

New Jersey School Boards Association
Technology Steering Committee

Technology in Schools Survey

The NJSBA *ad hoc* Technology Steering Committee is assessing how New Jersey school districts are using technology for both instructional and non-instructional purposes, and determining the informational needs of school districts. Please complete and return this confidential survey, in the enclosed postage paid envelope, by July 15. Thank you for your cooperation.

District Demographics

1. Grade organization: ( ) K-6, ( ) K-8, ( ) K-12, ( ) 7-12, ( ) 9-12
2. Are you a regional district?: ( ) Yes ( ) No
3. Number and types of schools:
   ____ elementary, ____ middle, ____ jr. high, ____ high school(s).
4. Number of students: ______
5. Number on board of education: ______
6. Location: ( ) urban, ( ) suburban, ( ) rural
   ( ) North, ( ) Central, ( ) South

Computers

7. Number of computers, by type, used for instructional purposes.
   ____ Macintoshes, ____ Other Apples, ____ IBMs or clones, ___ Other _________
8. Describe their use and grade level: ______________________________
   ____
   ____
9. Which educational software packages used by your district are considered outstanding? (Use additional paper if necessary.)

Title	Publisher	Grade Levels

- over -

10. Number of computers, by type, used for non-instructional purposes.
____ Macintoshes, ____ Other Apples, ____ IBMs or clones, ____ Other ________

11. Describe their use: ____
____
____

12. Which applications software packages are you using for non-instructional purposes? (List name and use.)

Title	Publisher	Use

13. What are your annual expenditures on:
Instructional hardware ________? Non-instructional hardware ________?
Instructional software ________? Non-instructional software ________?

Telecommunications

14. Which of the following operate within your district? (Check all that apply.)

	Instructional	Non-instructional
a. Distance learning through satellite, cable, or microwave broadcast, and/or fiber-optic technologies.	________	________
b. Electronic mail.		
c. Telephone voice mail.	________	________
d. Fax technology.	________	________
e. Local area networks.	________	________
f. Token ring networks.	________	________
g. Wide area networks.	________	________
h. Multimedia teaching/learning.	________	________
i. CD ROM	________	________
j. Interactive video disk.	________	________
k. Educational TV.	________	________
l. Computerized library.	________	________
m. Bulletin board systems.	________	________
n. Other: ____________	________	________

15. What immediate plans, if any, do you have to implement or upgrade telecommunications capabilities? ______________________________

16. What are your annual expenditures on telecommunications __________?

Applications

17. How are you applying technology to the learning process?

18. Please explain how you consider your district's use of technology exemplary.

19. What programs, that you know of in other districts, do you consider exemplary?

Staff Development

20. How are you training instructional staff to use technology? (List the areas of training, the number of sessions, and number of staff involved.)

21. What plans do you have for future training of instructional staff? __________

- over -

22. How are you training non-instructional staff to use technology?

23. What plans do you have for future training of non-instructional staff?

Other

24. What information and/or assistance do you need to help you make decisions on the issues of technology and education?

25. Briefly, what is your district's vision for the use of technology?

26. Are there any factors that limit the use of technology in your district?

27. What plans, if any, do you have for raising funds for your technology efforts (i.e.: grants, business/industry assistance)?

28. What is being done to acquaint your community with the district's use of technology?

29. What else should we know?

30. NJSBA will hold a technology conference in February, 1994. What topics would be of greatest interest to your district?

The information below is requested in the event that the committee needs to contact you for further information or clarification. Data will only be reported in the aggregate, not by individual district.

District: ______

Address: ______

City: ______, NJ Zip Code: ______

Your Name/Title: ______

Telephone Number: ( ) ______

THANK YOU!!

APPENDIX C

An Instructional Plan for Staff at Sarasota County Technical Institute on the Americans with Disabilities Act of 1990 - Pamela Bull LaGasse

AN INSTRUCTIONAL PLAN FOR STAFF AT SARASOTA COUNTY TECHNICAL INSTITUTE ON THE AMERICANS WITH DISABILITIES ACT OF 1990

Human Resources Development

by
Pamela Bull LaGasse, M.A.
Sarasota County Technical Institute

Warren H. Groff
Tampa

A seminar paper presented to Nova Southeastern
University in partial fulfillment of the
requirements for the degree of
Doctor of Education

Nova Southeastern University

February, 1994

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INTRODUCTION

Based on the Sarasota County Technical Institute School (SCTI) Improvement Plan of 1993-1994, there is a need for the staff in Health Occupations to understand the "Americans with Disabilities Act of 1990" (ADA) (D. Martin, personal communication, January 17, 1994). According to the School Improvement Plan, all teachers and staff should demonstrate the skills, values, and knowledge needed to assist students in meeting high operational standards and outcomes. To provide these outcomes and a quality education for all students, staff should have the knowledge to work within the ADA guidelines by understanding and meeting the criteria therein.

Mission Statement

The Mission Statement in the School Improvement Plan at Sarasota County Technical Institute (SCTI) for 1993-1994 states a quality technical education will be provided to individuals who which to be employed or career enhancement. Based on the business and community needs, SCTI continues this mission.

Philosophy

The SCTI staff believe each individual has varied abilities and talents. The staff assists individuals by tapping and expanding their abilities and talents to the fullest. Learning experiences are offered in the curriculum to guide students through a process of learning subject matter, and to problem solve in a changing environment (Ornstein & Hunkins, 1993).

The first president of the American Vocational Association, Edwin A. Lee (cited in Barlow, 1976), pointed out that public schools were responsible in providing occupational orientation and vocational guidance for all and stated:

> For children . . . men and women in adult classes; for those of limited capacity as well as for those gifted by nature and environment; for the crippled, the hard-of-hearing, the partially or wholly blind, as well as those who apparently are normal in every way. p. 65

Vision

Accomplishments of the past in Health Occupations at SCTI will enable the staff to continue the quest to aim for a future of successes for all students and not just a particular group. The vision of the future in education could be considered as being based on degrees of change -quantity, equality, and quality. As Francis Keppel (cited in Groff, 1980) wrote, "the first revolution in American education was a revolution in quantity. . . . the second revolution is equality of opportunity. . . . the next turn of the wheel must be a revolution in quality" (p. 1).

A HISTORY

Quantity in Education

In order to determine where we are and where we are going in education, it is important to understand where we have been. As the United States attempted to grow and expand in the industrial era, the foresight of leaders in business and education envisioned the need for all Americans to be educated (Barlow, 1976). They theorized, to be a strong competitive nation, intelligent workers were necessary to be as productive as possible and a contribution to society. A marriage developed between labor and education to provide a dignified life for the working class and support the notion that work was honorable. The movement of manual training was the cornerstone for the development of vocational education of the masses. The primary mission of vocational education was preparing people for work (Barlow, 1976). The quantity in education arrived.

Equality of Opportunity in Education

Since the inception of slavery in America during the 1600's, there were those Americans who viewed slavery as an abomination. Slavery was a violation of natural law, and the laws of God.

The theory of natural law states there is a natural order and everything in nature subsumes to the laws of nature which allows all things in nature to evolve to the fullest potential. Anything in nature that thwarts the achievement of full potential violates the law.

Greek philosophers suggested natural law is higher than any other law or government control. Therefore, everyone is subject to natural law, even kings (i.e., Magna Carta, 1215) are under the law. Included in natural law are the duties and responsibilities inherent in natural law.

In the 1600's the duties changed to natural rights through the influence of John Locke. His ideas were incorporated in the English Bill of Rights (1689), the French Declaration of the Rights of Man (1789), and the U.S. Bill of Rights (1791). This same concept can be found in the words of Thomas Jefferson when he authored the Declaration of Independence and stated that individuals "are endowed by their Creator with certain inalienable rights." Though, some scholars see the natural laws as devices conjured up by a few to fit a particular time or situation.

> The first attack on natural rights came in the slavery controversy of the 1820's when Thomas Cooper of South Carolina, a prominent political agitator, repudiated the doctrine as a fabrication 'by theoretical writers in a contemplation of what might usefully be acknowledged among men as binding on each other.' There are no rights, he maintained, except those that society considers it expedient to grant. (Dictionary of American History, 1976, p. 7)

In spite of the emancipation proclamation and the end of slavery, the Supreme Court decision in Plessy v. Ferguson (1896) upheld separation of blacks and whites as long as the accommodations were equal. The

U.S. Supreme Court, in 1954, overruled Plessy v. Ferguson's decision of the constitutionality of separate but equal. Chief Justice Earl Warren delivered the decision " . . . saying that in the field of public education the doctrine of separate but equal has no place" (Parnell, 1990, p. 141). Thurgood Marshall argued the case that segregation deprived minorities of equal access to education, a violation of the 14th Amendment. This amendment grants equal rights to protection under the law for all individuals.

The Civil Rights Act of 1964 bans the discrimination of people because of their race, color, national origin, sex, or religion. The law primarily protected the rights of blacks and minorities. Under the law, any agency or establishment that receives federal monies cannot discriminate; any violation may cut off funds or incur prosecution to that agency or establishment.

"Section 504 of the Rehabilitation Act prohibits all programs or activities receiving federal financial assistance from excluding or discriminating against disabled individuals who are otherwise qualified to participate in those programs or activities" (Kaufman, 1992. p. 2). The institutions must not discriminate in recruiting, admission, and treatment of students.

Table 1 lists disabilities under Section 504 but stipulates that this list is not inclusive.

Table 1

Disabilities Under Section 504

---

* Blindness or visual impairments
* Cerebral palsy
* Chronic illnesses, such as: AIDS, arthritis, cancer, cardiac diseases, diabetes, multiple sclerosis, muscular dystrophy, psychiatric disorders
* Deafness or hearing impairments
* Drug or alcohol addiction (Section 504 covers former users and those in recovery programs and not currently using drugs or alcohol.)
* Epilepsy or seizure disorders
* Mental retardation
* Orthopedic handicap
* Specific learning disability
* Speech disorder
* Spinal cord or traumatic brain injury

Note. From "Section 504: The Law & Its Impact on Postsecondary Education" by American Council on Education.

Quality of Education

The Americans with Disabilities Act (ADA) of 1990 has been considered the most comprehensive piece of legislation regarding disability since the 1964 Civil Rights Act (Kaufman, 1992). The difference between ADA and previous legislation is that this law: (a) expanded on the coverage of the laws, (b) provided a comprehensive plan, and (c) included the private sector. Key terms to ADA that will be considered are the following: (a) qualified disabled, (b) reasonable accommodation, (c) compromise and balance, (d) criteria and standards, and (d) integrity of programs.

Qualified Disabled

A "qualified disabled" is a person who can perform the essential functions of the job title. If the involvement in an educational setting can demonstrate that the individual is benefiting from the educational process, then the person is qualified to be in the program. The Carl D. Perkins Applied and Vocational Technology Act of 1990 states that according to the individualized education plan for students, a learning and competency gain can be considered satisfactory progress.

Reasonable Accommodation

Existing facilities are required to provide access into buildings for the disabled. For job performance purposes, a job may need to be restructured. For example, modify the work schedule, reassign the person to a vacant position, or allow interpreters and similar accommodations for disabled individuals.

Compromise and Balance

The two responsibilities under the law are to treat disabled individuals the same as non-disabled individuals would be treated in similar situations and to provide meaningful access (Callan & Gadbow, 1993). The intent of ADA in regard to education is to assure that "no otherwise qualified student is denied any of the benefits provided by the [educational facility] solely because he or she has a disability" (Kaufman, 1992, p. 22).

Criteria and Standards

Employers and educational facilities would do well to establish specific criteria and standards for a job description or admission standards of programs. Public Law 101-336 (ADA, 1990) states:

> For the purposes of this title, consideration shall be given to the employer's judgment as to what functions of a job are essential, and if an employer has prepared a written description before advertising or interviewing applicants for the job, this description shall be considered evidence of the essential functions of the job. (SEC. 101 [8]).

Though, most educational institutions have had guidelines in place under Section 504 of the Rehabilitation Act of 1973 and may find the direct effect of ADA is "to extend nondiscriminatory regulations to all postsecondary educational facilities" (Kaufman, 1992, p 22).

Integrity of Programs

When dealing with ADA, the right question to ask should be "Is there a way to include the disabled individual while maintaining the integrity of our programs and services?" If the integrity of the program is compromised then the situation will be resolved by virtue of the program purpose being the attainable goal. For instance, a student enrolled in a program where employers require the employee to be able to observe changes in the physical condition of a patient cannot have problems with sight that would, in any way, compromise the health care of the patient.

SUMMARY

The challenges faced by ADA requirements will need to be considered as the educational system moves from quantity in education, to equality of opportunity in education, and now the ambitious aspects of quality education for all of society. The first step will be to educate the educators. Meeting the needs of the community will follow. This can be accomplished by a three year action plan. Pursuing the School Improvement Plan goal for staff, and moving to achieve the vision with the requirements of ADA can be a benefit for students, staff and the community.

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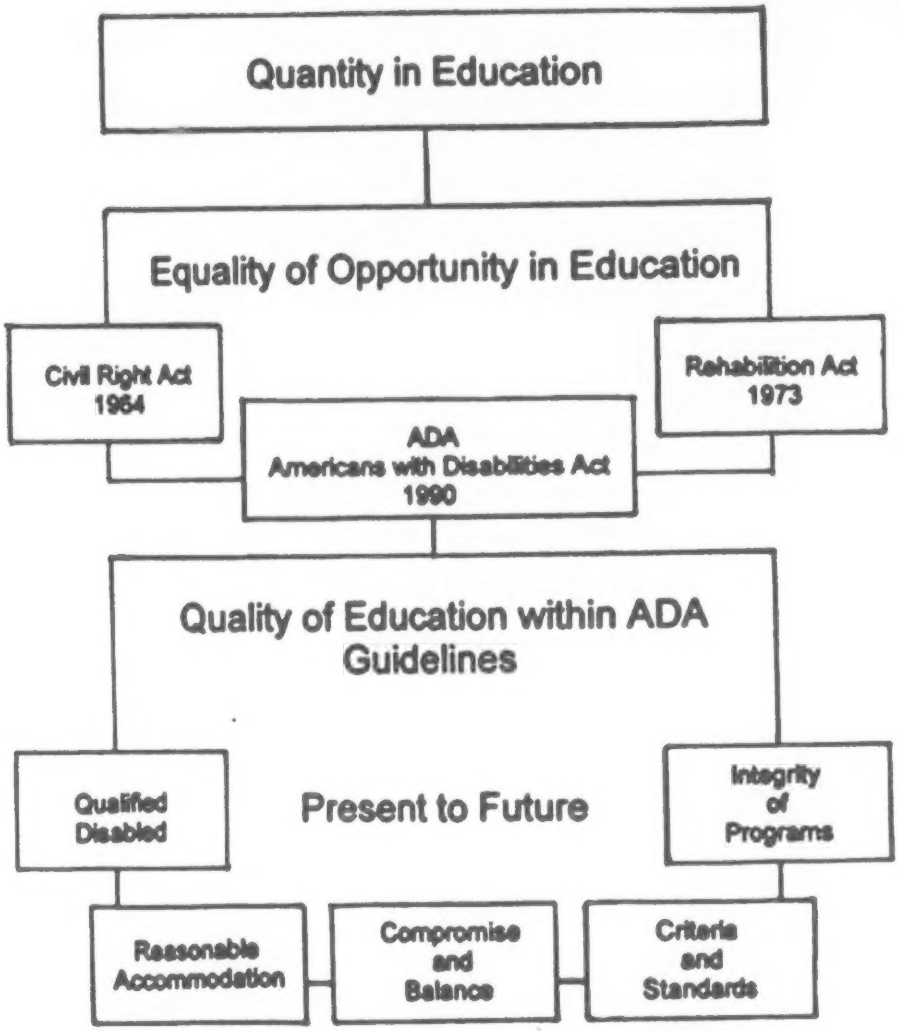
APPENDIXES

Appendix A

Revolutionary Changes in Education


Quantity in Education
Equality of Opportunity in Education
Civil Right Act 1964
Rehabilition Act 1973
ADA Americans with Disabilities Act 1990
Quality of Education within ADA Guidelines
Qualified Disabled
Present to Future
Integrity of Programs
Reasonable Accommodation
Compromise and Balance
Criteria and Standards

BEST COPY AVAILABLE

Appendix B

Americans with Disabilities Act of 1990

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An Act

To establish a clear and comprehensive prohibition of discrimination on the basis of disability. Public Law 101-336 101st Congress July 26, 1990

Americans with Disabilities Act of 1990

Title I - Employment

Sec. 101. Definitions.
Sec. 102. Discrimination.
Sec. 103. Defenses.
Sec. 104. Illegal use of drugs and alcohol.
Sec. 105. Posting notices.
Sec. 106. Regulations.
Sec. 107. Enforcement.
Sec. 108. Effective date.

Title II - Public Services

Subtitle A - Prohibition Against Discrimination and Other Generally Applicable Provisions

Sec. 201. Definition.
Sec. 202. Discrimination.
Sec. 203. Enforcement.
Sec. 204. Regulations.
Sec. 205. Effective date.

Appendix B (Cont.)

Subtitle B - Actions Applicable to Public Transportation Provided by Public Entities Considered Discriminatory

Part I - Public Transportation Other Than by Aircraft or Certain Rail Operations

Sec. 221. Definitions.

Sec. 222. Public entities operating fixed route systems.

Sec. 223. Paratransit as a complement to fixed route service.

Sec. 224. Public entity operating a demand responsive system.

Sec. 225. Temporary relief where lifts are unavailable.

Sec. 226. New facilities.

Sec. 227. Alterations of existing facilities.

Sec. 228. Public transportation programs and activities in existing facilities and one car per train rule.

Sec. 229. Regulations.

Sec. 230. Interim accessibility requirements.

Sec. 231. Effective date.

Part II - Public Transportation by Intercity and Commuter Rail

Sec. 241. Definitions.

Appendix B (Cont.)

Sec. 242. Intercity and commuter rail actions considered discriminatory.
Sec. 243. Conformance of accessibility standards.
Sec. 244. Regulations.
Sec. 245. Interim accessibility requirements.
Sec. 246. Effective date.

Title III - Public Accommodations and Services Operated By Private Entities

Sec. 301. Definitions.
Sec. 302. Prohibition of discrimination by public accommodations.
Sec. 303. New construction and alterations in public accommodations and commercial facilities.
Sec. 304. Prohibition of discrimination in specified public transportation services provided by private entities.
Sec. 305. Study.
Sec. 306. Regulations.
Sec. 307. Exemptions for private clubs and religious organizations.
Sec. 308. Enforcement.
Sec. 309. Examinations and courses.
Sec. 310. Effective date.

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Sec. 504. Regulations by the Architectural and Transportation Barriers Compliance Board.

Sec. 505. Attorney's fees.

Sec. 506. Technical assistance.

Sec. 507. Federal wilderness areas.

Sec. 508. Transvestites.

Sec. 509. Coverage of Congress and the agencies of the legislative branch.

Sec. 510. Illegal use of drugs.

Sec. 511. Definitions.

Sec. 512. Amendments to the Rehabilitation Act.

Sec. 513. Alternative means of dispute resolution.

Sec. 514. Severability.

A THREE YEAR ACTION PLAN FOR STAFF AT SARASOTA COUNTY TECHNICAL INSTITUTE TO DEVELOP AN UNDERSTANDING AND WORKING KNOWLEDGE OF THE AMERICANS WITH DISABILITIES ACT OF 1990

Human Resources Development

by
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Sarasota County Technical Institute

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A seminar paper presented to Nova Southeastern
University in partial fulfillment of the
requirements for the degree of
Doctor of Education

Nova Southeastern University

March, 1994

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INTRODUCTION

There will be more applicants applying for admission to programs at Sarasota County Technical Institute (SCTI) who have disabilities (S. Gardner, personal communication, February 16, 1994). The 1993-1994 School Improvement Plan at SCTI has documented that the staff is committed to "providing facilities to meet needs . . . [and] . . . continuing staff development" (Sarasota County Technical Institute, 1993, p. 6) because the staff authored these words. The staff should have the knowledge necessary to assist disabled individuals in being successfully educated in their chosen occupation. The educational process for the disabled can be a continuum from the past in the need for workers to the future. Training of the masses in the past was necessary to provide productivity for the worker and to be competitive nation economically and quantity of education (Barlow, 1976). This will hold true in the future.

For the United States to grow in strength, all Americans should be considered as equal. From the writings of Greek philosophers to John Locke and finally the U.S. Supreme Court's decision in 1954 of Brown vs Topeka, the way was paved for the Civil Rights Act of 1964 and educational equality. The Civil Rights Act was the foundation that led to the Americans with Disabilities Act of 1990 (ADA).

Vision

The Statement of Purpose from the 1991 Southern Association of Colleges and Schools (SACS) Self-Study of Sarasota County Vocational Technical Center states that the school's goal is to help students reach their highest potential. Further, the staff guides the students toward their potential in all phases of the process (Sarasota County Vocational Technical Center, 1991). In turn, administrators should provide staff development to positively affect students.

Rationale for the Plan

Although the Americans with Disabilities Act of 1990 has been in place for years, some of the components have recently gone into effect while others take place in the future (The Florida Governor's Alliance for Employment of Disabled Citizens, 1990). This action plan is to provide a working knowledge for staff to determine the best practices to incorporate the changes for educational programs and worksites according to ADA. Therefore, a program to further staff understanding of the law on ADA, allow staff insight in how the law relates to their program or worksite, and how they can implement the mandates will be proposed as a three year project.

Strategic Plan

If an educational institution is to provide a quality education that is equal for all applicants then the institution should have a plan. The plan ought to include change as a major component because change is inevitable. An action plan should incorporate change, be based on a vision of the future coupled with theory, research, and practice to eliminate the reactionary mode of mandated compliance in rules and regulations (Groff, 1986).

The educational development of staff is an integral part of an institution that wants to maintain a strong knowledgeable workforce (Carnevale, Gainer, & Meltzer, 1990). Each staff member should be able to function at his or her worksite to incorporate the mandates of ADA. An action plan was developed to accomplish this task.

In 1982, Groff linked assumptions to goals and objectives for a strategic plan. In establishing a strategic plan to educate faculty to the ADA Act, one may assume that the staff is not knowledgeable about ADA (D. Martin, personal communication, December 9, 1993). In some areas of SCTI, it can be reasonably assumed that programs have had little or no physically disabled students enrolled (e.g., Health Occupations, Cosmotology). Finally, one may assume that some staff will be threatened by and concerned for the how of including the disabled in programs and still keep the integrity of a program.

In the process of developing a strategic plan to implement a change, the objectives should relate to how a plan should be devised and relate to the assumptions. The strategic plan should incorporate (a) a structural frame for the internal and external environment, (b) a symbolic frame from the mission and values of the institution, (c) a human resource frame from the needs and abilities of the staff, and (d) a political frame from the scarce resources and decision making aspect of the criteria developed.

> A strategic planning and budgeting process is intended (1) to raise the level of awareness and understanding about changes that will impact on persons and establishments, (2) to shape policy-making, and (3) to build communities with improved quality of life for all persons. (Groff, 1991, p. 24)

OVERALL GOAL

The goal of this action plan is to provide criteria for the inclusion of all qualified students at SCTI according to ADA. It is the intent of the administrators at SCTI that all staff have a working knowledge of ADA in order to provide students a quality education (D. Martin, personal communication, January, 1994).

Year 1

The action plan is based on three years to implement the overall goal. The first year's goal is to provide a history of ADA coupled with the beliefs and values of the staff (see Appendix A).

The objectives for the first year will be to relate the social history and philosophy of ADA to the institutional goals. The first year will provide a background for the staff in the law. "If postsecondary education is to remain viable in the years ahead, it must understand the history of human society and develop a proactive strategic planning capability to help it pass from one type of society to the next" (Groff, 1982, p. 2).

The methodology will include written resource materials on ADA. The staff will have an annotated bibliography to further their own enrichment on a later date if they so desire.

Experts in learning disabilities from the educational system in Sarasota County will explain where staff have come from and where they are in educating the learning disabled at the present time. Future projects will be explored by encouraging staff participation on selected topics appropriate to the group. Staff will be given time to ask questions regarding their role with the learning disabled. According to Sork and Caffarella (cited in Merriam & Cunningham, 1989) having the adult actively participating, enhances learning. Also, finding a common ground is important in order to enlist the staff through the transition time and a favorable outcome of the goals (Kouzes & Posner, 1987).

When staff can use correct terminology and apply the philosophy of ADA to the educational context, one may assume that the objectives will be met. The staff will be asked to evaluate the methodology for the first year and make recommendations for future programs.

Budgetary allocations for the initial year will be minimal since staff from the Professional Development Center in Sarasota County will be involved. Experts in the field of disabilities will be giving gratis time. The videos to be shown will be borrowed from other institutions in Sarasota County. The Department of Justice will provide copies of ADA and the Rehabilitation Act of 1973.

Year 2

The second year's goal is for staff to have a working knowledge of ADA (see Appendix B). Using the information gained from the first year, the introductory information will provide the basis for the staff's development.

The objectives for the second year will provide the staff with a greater understanding of the different disabilities and how health occupations has met the needs of students who have completed programs at the school in the past. Since there are forces in the educational field who are skeptical of the inclusion process (Gorman & Rose, 1994), it is important to relate ADA with the school's mission and vision.

The administrators may need to guide the staff in relating the positive and negative effects of inclusion and how these effects will relate to each staff member. When the employee can feel a sense of control in the changes that will be made, there will be a higher degree of program success (Carnevale et al., 1990).

The methodology for the second year will include reviewing statistics of the enrollment of students with disabilities. The staff should gain knowledge from the types of programs that disabled individuals migrate to and the success rates documented.

Staff will review case studies of individuals who have enrolled in programs and those who did not complete a program. An analysis will be conducted on the reasons for leaving a program and any strategies and reasons for those students who were able to continue and complete a program.

Financial Aid staff use a Professional Judgment criteria in determining who will be granted certain kinds of financial aid. Some programs at SCTI enroll an minimum amount of students at a time. In order to meet the needs of all students, time will be spent in reviewing the Professional Judgment criteria and determining the appropriateness of such criteria in view of ADA.

Workshops will be conducted for all staff according to their work area. For instructional staff, a workshop will be given to allow them to move to the third year in designing instruction for special needs students based on the job descriptions in the community and according the curriculum frameworks from the Department of Education. For ancillary staff, a workshop will be held to evaluate the needs of special students in their specific worksites. Both workshops will include the new and futuristic technological advances available to the disabled.

Evaluating the progress of the second goal will be determined in three ways. The second year goal is for staff to have a working knowledge of ADA. First, staff members will be observed in how they relate ADA to their worksite. Secondly, if adjustments and corrections are needed to better meet the special needs students, the administrators will provide that assistance. Finally, the preliminary designs developed by the staff will not only be the basis for the third year's goal, but may determine the effectiveness in meeting the second year's goal.

In this ideal plan, the budget would be minimal because the Professional Development Center would provide the workshops. One and a half a days from the three professional days assigned each year will be utilized for this learning project. Any additional time needed would come from the teacher planning time during the week. Ancillary staff would be given free time by providing student workers and readjustment of assignments during slow times throughout the year. Costs would be incurred from paper and copying materials for approximately $100.00.

Year 3

By the end of the second year, the staff should be able to associate the different laws on disabilities to job skills. From that knowledge, the staff will be prepared for the third year goal of developing criteria for inclusion of all qualified students in programs at SCTI (see Appendix C).

The objectives for the staff will be to pull together their work from the two previous years and establish criteria for inclusion of qualified students in the context of the worksite. Instructors will base the criteria for inclusion of qualified students on (a) the curriculum frameworks, (b) employer job descriptions, (c) the specific needs of the disabled student, and (d) technological advances to accommodate the specific needs.

The methodology to meet the objectives would be for staff to procure current job descriptions from industry. Using the case study scenarios from Year 2, the staff members will determine the resources and technology needed by individuals with disabilities.

The evaluative tool for the third goal should be the design of the criteria. Further data to determine the effectiveness of the final goal will be evaluations from students and the employers of disabled students.

Since school staff will conduct workshops, and this is an ideal plan, no costs will be incurred. The workshops will be held on professional days. Time to develop the criteria for inclusion will be accomplished by (a) readjusting work schedules when students are not present, (b) utilizing work study students, and (c) reassigning duties when the workload is decreased or student enrollment is down. There will be no costs for the third year.

SUMMARY

Providing criteria for the inclusion of all qualified students at SCTI according to ADA starts with an analysis of the institution, continues with a vision, and concludes with a strategic action plan which is linked to a budget. The success of the action plan will directly relate to the involvement of the staff, the design of the initial plan, and the administrative support for the staff who will have to do the work.

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APPENDIXES

Appendix A

Year 1

GOAL 1

Introduce the staff to the history preceding the Americans with Disabilities Act of 1990 (ADA) and what this present law mandates for educational facilities.

Objectives

1. Introduce the staff to the ADA Act of 1990.
2. Provide copies of the Rehabilitation Act of 1973 Section 504 and the Americans with Disabilities Act of 1990.
3. Describe the social history that led to ADA.
4. Identify the philosophy of ADA.
5. State SCTI's mission and vision for the future students.

Methodology

1. Provide resource materials on the ADA to acquaint staff with concepts and vocabulary.
2. Show videos on the law regarding the philosophy of ADA and various disabilities.
3. Orient staff to the different types of disabilities by experts in the field.
4. Afford time for staff to verbalize their beliefs, needs, and anxieties in adjusting programs to ADA.

Evaluation

1. Staff will be able to use correct terminology in their work setting that relates to ADA.
2. Gain feedback from staff to enhance the orientation they were provided and how to make the first goal better--a summative staff evaluation.

Budget

1. Utilize experts of the Health Occupations staff with an ADA background and Instructional staff from the Professional Development Center.
2. Solicit experts on disabilities from the community to educate the staff on the resources provided to individuals with disabilities.
3. Videos of disabilities will be borrowed from the local hospital library and local universities or from the county government.
4. Copies of the Rehabilitation Act of 1973, Section 504 and the Americans with Disabilities Act of 1990 will be provided free by the Department of Justice.

Cost: $0

Appendix B

Year 2

GOAL 2

Staff will have a working knowledge of ADA.

Objectives

1. The staff will be able to differentiate between the different laws associated with disabilities since the Civil Rights Act of 1964.
2. SCTI staff will be able to determine individuals with disabilities who could access programs.
3. The staff will know the resources and technological advances available in helping individuals who wish to be included in a specific program.
4. The staff will know of other programs who have had similar situations with students with disabilities and how those students were included in programs.

Methodology

1. Review statistics from Data Processing on individuals with disabilities who have enrolled in various programs at SCTI; determine those programs that have had a successful completion rate.
2. Review case studies of applicants included and excluded from programs at SCTI who were disabled.
3. Provide an inservice on Professional Judgment related to criteria from Financial Aid supervisors' experiences.

4. Distribute a handbook on the services available for special needs students and staff in the school system and community.
5. Explore the technological advances that are present today and brainstorm on future technologies that may help students in overcoming limitations due to a disability.
6. Provide a workshop on instructional designs to adapt curriculum frameworks by basing changes on the needs of special students.
7. Provide a workshop, for ancillary staff, to adapt their worksites to special needs students.

Evaluation

1. Staff will demonstrate a working knowledge of ADA from their behavior in making changes in the context of their work.

Budget

1. Workshops will be provided by the Professional Development Center.
2. Experts from the Sarasota County School staff will be recruited to explain the needs and abilities, with technological advances available, that the disabled can possess.
3. Time on task will be provided by re-adjustment of assignments.

Cost: There will be no cost for workshops or personnel; paper and copying may cost $100.00.

Appendix C

Year 3

GOAL 3

Develop criteria for inclusion of all qualified students in Health Occupation programs at SCTI.

Objectives

1. List criteria for inclusion of qualified students in SCTI programs based on performance objectives and employer job descriptions.
2. Determine minimum standards for completers to be functionable in a specific program.
3. Choose the job tasks that may be difficult for disabled individuals to perform.
4. Decide on resources and technological advances (e.g. FM Loop for the deaf) that will assist the individual to be successful despite the disability.

Methodology

1. Include input from industry to incorporate the criteria to be successful on the job.
2. Using case study scenarios from Year 2, staff members will determine resources needed by individuals who have disabilities.
3. Staff members will produce criteria for inclusion of disabled students in the context of their worksite.

Evaluation

1. Data of summative evaluations from industry on disabled graduates' performance will be summarized.
2. Data from summative evaluations of all students who completed programs will be reviewed and shared with the appropriate staff involved.
3. The staff's final plan on inclusion of qualified students will be documentation to determine the accomplishment of the third goal.

Budget

1. The evaluation will be carried out by the salaried staff from the School Board of Sarasota County.
2. Time on task will be provided by re-adjustment of assignments.

Cost: $0

THE BULL STONE HOUSE 1722
PAMELA BULL LAGASSE

August 16, 1994

Dr. Warren H. Groff
1531 Peabody Avenue
Memphis, TN 38104

Dear Dr. Groff,

This letter is to give you the authorization to use a part of or all of the three assignments (Assignment #1-HRD, An Instructional Plan for Staff at Sarasota County Technical Institute on the Americans with Disabilities Act of 1990, A Three Year Action Plan for Staff at Sarasota County Technical Institute to Develop an Understanding and Working Knowledge of the Americans with Disabilities Act of 1990) that I submitted to you during the months of January to March, 1994. If further clarification is necessary, please ask me to respond.

Sincerely,

Pamela B. La Gasse

Pamela Bull LaGasse

APPENDIX D

Human Resources Development Plan for Hillsborough Community College - Sherry L. Kersey

HUMAN RESOURCE DEVELOPMENT PLAN FOR HILLSBOROUGH COMMUNITY COLLEGE

Human Resource Development

by

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Hillsborough Community College

Warren Groff, Ph.D.

Tampa Cluster

A seminar paper presented to Nova University in
partial fulfillment of the requirements for
the degree of Doctor of Education.
Nova Southeastern University
March, 1994

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INTRODUCTION

Mulder, Romiszowski & van der Sijde (1990) state that an organization's strategic position within the marketplace and the quality of its products and services have a direct relationship to training. Each year the College employs new faculty members. The faculty vary in years of teaching experience, type of pedagogical methodologies and settings in which they have formerly taught. Many faculty come to Hillsborough Community College having never previously taught in the community college setting. Mulder et. al., (1990) further state that the success of an organization has a direct relationship to the training and education it provides for its employees. The business of Hillsborough Community College (HCC) is that of providing education and training to the residents of Hillsborough County. Therefore, teaching is the business of faculty.

Based upon the human resource frame that there must be a fit between individual and organization for optimal motivation and productivity by the employee and the previously described variations in prior instructional experiences, new faculty members employed at Hillsborough Community College need to receive an orientation to the organization (Bolman & Dean, 1991). However, an audit of the College's human resource activities revealed that this need was not being met.

As a result of the human resource development audit findings, the College needs to develop and implement a faculty orientation program. The orientation will serve to provide the new instructor with a comprehensive overview of (a) the organization, (b) the mission of the community college and (c) the role and responsibilities of faculty in the achievement of Hillsborough Community College's organizational mission and goals.

FACULTY ORIENTATION PROGRAM

Project Goals

The faculty orientation program will be implemented over a period of three years. The three year plan is selected based upon the fact that the number of years of employment required for faculty members to become eligible for tenure with the College is three years. Therefore, each new faculty member will have completed the orientation program and, hopefully, as a result of the orientation program, will possess and demonstrate the professional qualities which the organization values and therefore believes is necessary for faculty to effectively contribute to the advancement of the institution.

The sequence and evaluation components of the program are based upon recommendations cited by Schuster, Wheeler and

Associates (1990). The authors recommend that faculty (a) enter the program, (b) attend staff development activities, (c) explore options, (d) write growth plans, (e) implement the plans and (f) evaluate the process and the program. "The sequence of the program is intended to provide a backbone for the process of change" (p. 195).

The content of the program is rooted in Schuster, Wheeler and Associates (1990) description of the needs of the *novice professor getting into the academic world*. The authors describe two major areas of concern. Of first importance is the development of effective teaching skills. Secondly, is the need to become knowledgeable of the institution's resources and support services. And lastly, the novice professor must become acquainted with (a) the formal policies of the institution, (b) with its mores, and (c) its expectations.

Goal Statement One

The faculty orientation program will provide new faculty members with knowledge that will enable them to contribute to the growth and advancement of the institution. "More than ever, community college faculty will need expertise in the subject matter to be taught, skill in the art of teaching, and, most important, a strong commitment to the community college mission and values" (Tsunoda, 1992, p. 13). In order for a faculty member to contribute to the growth and advancement of the institution, she/he must understand and be able to articulate the philosophy, mission and goals of the College. Therefore, during the first year of employment, the faculty member will receive in-service activities designed to communicate to each participant the College's philosophy, mission and goals. The in-service activities will be followed by an evaluation process.

At the onset of the program, each participant will be assigned a faculty mentor. The use of faculty mentors is not new. Parsons (1992) states that "... new faculty will not become integrated into the organizational culture of the college on their own: we must assist them. Mentoring is one process that implements integration" (p. 8). The mentor will be available for the faculty throughout the three year period and will play a key role in the staff development process.

During the second year of employment, the faculty member will develop and implement a plan of activities which demonstrate the faculty's understanding and commitment to the overall philosophy, mission and goals of the College. The appropriate associate vice president, the faculty member's academic dean and the faculty members faculty mentor will collaboratively evaluate the institutional advancement plan. The goal will culminate with the development of a portfolio documenting the plan's achievements. The portfolio will be submitted as a component of the requirements for acquisition of tenure.

Goal Statement Two

The faculty orientation program will provide new faculty members with a working knowledge of external political forces effecting higher education. The inclusion of this topic for the staff development program is based in the value of the organization that all members of the staff be well informed of the forces which impact the institution. The "informed" employee can then better contribute to the advancement of the institution. The staff development activity will focus on state and federal polices which directly affect the delivery of educational services within the College's service area. In addition, participants will be encouraged to participate on state level committees which frequently influence educational policy decisions.

Goal Statement Three

The faculty orientation program will provide new faculty members with a working knowledge and accompanying skills to assist in assuring that each faculty member can effectively contribute to students' achievement of their educational goals. "The dominant characteristic of community college students is their diversity" (LeCroy & McClenney, 1992, p. 40). LeCroy and McClenney state that "Research offers a good bit of cogent help in dealing with dilemmas of diversity. Active learning, carefully conceived small-group work, peer interaction, and frequent opportunities for feedback from the instructor are basic tenets" (p. 40). Furthermore, community college instructors were surveyed in 1989 by the Carnegie Foundation for the Advancement of Teaching. The study revealed that "... 92 percent of the responding faculty from community colleges indicated that teaching effectiveness should be the primary criterion for promotion (Palmer, 1992, p. 36). These findings form the basis for the inclusion of teacher effectiveness staff development activities within the faculty orientation program.

During years two and three of the orientation program, the teacher effectiveness staff development activities will include components addressing the topics of (a) learning styles, (b) active learning, (c) teaching styles, (d) integration of instructional technology into the teaching process, and (e) integration of academic and vocational education curricula using applied teaching strategies.

The staff development activities will be followed with an application model. As a means of evaluating the effectiveness of the activities, each participant will be required to develop and implement curricula demonstrating application of the theory presented in the activities. The faculty member's mentor and peers will evaluate the effectiveness of the projects.

Goal Statement Four

The faculty orientation program will provide new faculty members with a working knowledge of the College's academic affairs process to assist in assuring that faculty effectively contribute to the curriculum development and evaluation process. "The curriculum should not be static; new knowledge and the changing conditions and requirements of society must have an impact on curriculum on the college campus" (Gillett-Karam, 1992, p. 89). A major component of the mission of Hillsborough Community College is devoted to economic development and technical education. Both of these areas are deeply rooted in keeping employees and potential employees skills up-to-date. Therefore, it is essential that faculty members are competent in effecting curriculum change and in the assessment of educational outcomes.

Goal Statement Five

The faculty orientation program will provide new faculty members with a working knowledge of the requirements for tenure and the tenure process to assist each faculty member achieve the minimum standards for the award of tenure. Many perceive the acquisition of tenure as one of the most important achievements of a professional educators career. The tenure process differs from institution to institution. Therefore, it is important for the College's administration to provide leadership in assuring that each new faculty member is fully informed of the tenure process.

SUMMARY

In summary, for an organization to be successful in the market place, whether the organization is in business, industry, or education, it is important there be a fit between the individual (employee) and the organization for optimal motivation and productivity by the employee. Therefore, in order for Hillsborough Community College to continue to remain one of the fastest growing community college's within the state of Florida and meet the needs of the individuals it serves, it is imperative the administration provide leadership in the development and implementation of a staff development program for new faculty members. The staff development activities must encompass the knowledge and skills essential for employees to possess if they are to productively contribute to the advancement of the institution.

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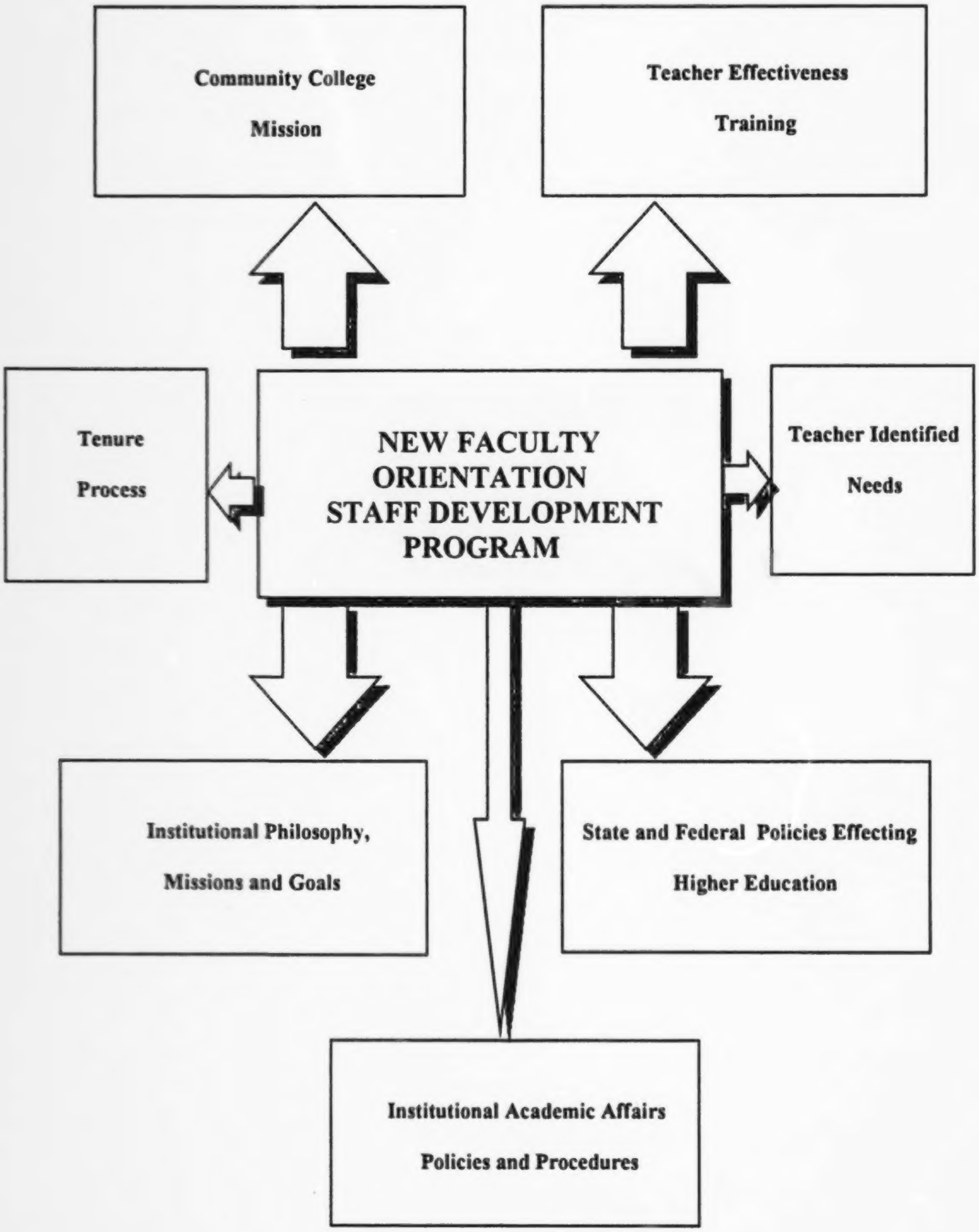
Appendixes

Appendix A

Conceptual Framework for a Faculty Orientation Program


Community College Mission
Teacher Effectiveness Training
Tenure Process
NEW FACULTY ORIENTATION STAFF DEVELOPMENT PROGRAM
Teacher Identified Needs
Institutional Philosophy, Missions and Goals
State and Federal Policies Effecting Higher Education
Institutional Academic Affairs Policies and Procedures

Faculty Orientation Staff Development Program Goals

GOAL STATEMENT		
1. To provide new faculty members with the knowledge that will enable them to contribute to the growth and advancement of the institution.		
OBJECTIVE		
1. To provide the faculty member with a working knowledge of the College's philosophy, mission and goals.		
YEAR 1 METHODOLOGY	**YEAR 2 METHODOLOGY**	**YEAR 3 METHODOLOGY**
The District Vice President for Academic Affairs and appropriate staff will provide 8 hours of staff development to communicate a working knowledge of the College's philosophy, mission and goals.	A faculty member will develop a plan of activities, institutional advancement plan, that will demonstrate and document his/her working knowledge of the College's philosophy, mission and goals.	The faculty member will develop documentation describing the achievements of his/her institutional advancement plan. The plan will become a part of the faculty member's portfolio for acquisition of tenure with the College.
EVALUATION	**EVALUATION**	**EVALUATION**
The faculty member will develop an institutional advancement plan based upon the faculty role within the organization.	The faculty member's academic dean, senior faculty mentor and appropriate associate vice president will review the faculty's plan for appropriateness.	The faculty member's academic dean will review and evaluate the portfolio prior to its submission to the Tenure Committee file to assist the faculty member remediate any identified deficiencies.
FINANCIAL IMPACT	**FINANCIAL IMPACT**	**FINANCIAL IMPACT**
Salaries: 8 hours w/benefits 30% Average Salary: $24,000 Benefits: $ 7,200 Daily Rate: $164.00 (190 Contract Days) Faculty Cost: $164.00 Admin. Salaries: $295.00	24 hours Faculty Cost: $492 Mentor Cost: $ 91 ($273/day) 1/3 day Admin. Cost: $ 98	24 hours Faculty Cost: $492 Admin. Cost: $ 98 (1/3 day)

Faculty Orientation Staff Development Program Goals

GOAL STATEMENT		
2. To provide new faculty members with a working knowledge of external political forces effecting higher education.		
OBJECTIVE		
2.1 To provide the faculty member with a working knowledge of local political forces which impact the achievement of the College's mission.		
YEAR 1 METHODOLOGY	**YEAR 2 METHODOLOGY**	**YEAR 3 METHODOLOGY**
		Identify the local external political forces which are impacting or have the potential to impact the delivery of services to students and provide a forum for discussion of these issues with new faculty. (4 hour forum)
EVALUATION	**EVALUATION**	**EVALUATION**
		A survey instrument will be administered based upon the objectives of the staff development session. Faculty will be asked to respond to the effectiveness of the session in meeting the established goals and objectives.
FINANCIAL IMPACT	**FINANCIAL IMPACT**	**FINANCIAL IMPACT**
		4 hours Daily Rate: $164.00 (190 Contract Days) Faculty Cost: $ 82.00 Survey Cost: $150.00

Faculty Orientation Staff Development Program Goals

GOAL STATEMENT		
2. To provide new faculty members with a working knowledge of external political forces effecting higher education.		
OBJECTIVE		
2.2 To provide the faculty member with a working knowledge of the state policies and political forces which impact the College's achievement of its mission.		
YEAR 1 METHODOLOGY	**YEAR 2 METHODOLOGY**	**YEAR 3 METHODOLOGY**
		The AVP's for Technical Programs, College Parallel Programs and Student Services will provide and overview and open discussion of state policies and political forces which directly impact the delivery of services to students and thus classroom instruction. (6 hour forum)
EVALUATION	**EVALUATION**	**EVALUATION**
		A survey instrument will be administered based upon the objectives of the staff development session. Faculty will be asked to respond to the effectiveness of the session in meeting the established goals and objectives.
FINANCIAL IMPACT	**FINANCIAL IMPACT**	**FINANCIAL IMPACT**
		6 hours Daily Rate: $164.00 (190 Contract Days) Faculty Cost: $123.00 Survey Cost: $150.00

Faculty Orientation Staff Development Program Goals

GOAL STATEMENT		
2. To provide new faculty members with a working knowledge of external political forces effecting higher education.		
OBJECTIVE		
2.3 To provide the faculty member with a working knowledge of the federal policies and political forces which impact the College's achievement of its mission.		
YEAR 1 METHODOLOGY	**YEAR 2 METHODOLOGY**	**YEAR 3 METHODOLOGY**
		The AVP's for Technical Programs, College Parallel Programs and Student Services will provide and overview and open discussion of federal policies and political forces which directly impact the delivery of services to students and thus classroom instruction. (6 hour forum)
EVALUATION	**EVALUATION**	**EVALUATION**
		A survey instrument will be administered based upon the objectives of the staff development session. Faculty will be asked to respond to the effectiveness of the session in meeting the established goals and objectives.
FINANCIAL IMPACT	**FINANCIAL IMPACT**	**FINANCIAL IMPACT**
		6 hours Daily Rate: $164.00 (190 Contract Days) Faculty Cost: $123.00 Survey Cost: $150.00

Faculty Orientation Staff Development Program Goals

GOAL STATEMENT		
3. To provide new faculty members with a working knowledge and accompanying skills related to various instructional effectiveness strategies to assist in assuring that each faculty member can effectively contribute to students' achievement of their educational goals.		
OBJECTIVE		
3.1 To provide the faculty member with a working knowledge of learning styles in order to enhance the instructional process.		
YEAR 1 METHODOLOGY	**YEAR 2 METHODOLOGY**	**YEAR 3 METHODOLOGY**
Faculty will be provided a 4 hour staff development session addressing the topic of learning styles.	Faculty will develop and implement learning style strategies within their instructional methodologies.	
EVALUATION	**EVALUATION**	**EVALUATION**
Faculty will develop a course incorporating the theory of learning styles to demonstrate application of the theory provided in the staff development activity.	The faculty member's class session(s) incorporating the learning style strategies will be evaluated by means of a peer evaluation process by the new faculty member's senior faculty mentor.	
FINANCIAL IMPACT	**FINANCIAL IMPACT**	**FINANCIAL IMPACT**
4 hours Daily Rate: $164.00 (190 Contract Days) Faculty Cost: $ 82.00	24 hours Daily Rate: $164.00 (190 Contract Days) Faculty Cost: $492.00 Mentor Cost: $ 91.00	

Faculty Orientation Staff Development Program Goals

GOAL STATEMENT		
3. To provide new faculty members with a working knowledge and accompanying skills related to various instructional effectiveness strategies to assist in assuring that each faculty member can effectively contribute to students' achievement of their educational goals.		
OBJECTIVE		
3.2 To provide the faculty member with a working knowledge of teaching styles in order to enhance the instructional process.		
YEAR 1 METHODOLOGY	**YEAR 2 METHODOLOGY**	**YEAR 3 METHODOLOGY**
Faculty will be provided a 2 hour staff development session addressing the topic of teaching styles.	The faculty member will develop a course which models the theory presented in the staff development activity.	
EVALUATION	**EVALUATION**	**EVALUATION**
The faculty member will develop a course which models the theory presented in the staff development activity. The faculty member's senior faculty mentor will serve as a formative evaluator for the project.	The faculty member's senior faculty mentor and a peer faculty member will evaluate the overall effectiveness of the application of the theory.	
FINANCIAL IMPACT	**FINANCIAL IMPACT**	**FINANCIAL IMPACT**
2 hours Daily Rate: $164.00 (190 Contract Days) Faculty Cost: $ 41.00 Mentor Cost: $ 91.00	24 hours Daily Rate: $164.00 (190 Contract Days) Faculty Cost: $492.00 Mentor Cost: $ 91.00 Peer Cost: $ 91.00	

Faculty Orientation Staff Development Program Goals

GOAL STATEMENT		
3. To provide new faculty members with a working knowledge and accompanying skills related to various instructional effectiveness strategies to assist in assuring that each faculty member can effectively contribute to students' achievement of their educational goals.		
OBJECTIVE		
3.3 To provide the faculty member with a working knowledge of active learning teaching strategies in order to enhance the instructional process.		
YEAR 1 METHODOLOGY	**YEAR 2 METHODOLOGY**	**YEAR 3 METHODOLOGY**
Faculty will be provided a 8 hour staff development session addressing the topic of active learning.	Faculty will develop and implement active learning strategies within their instructional methodologies.	
EVALUATION	**EVALUATION**	**EVALUATION**
The faculty member will develop a course which models the active learning theory presented in the staff development activity. The faculty member's senior faculty mentor and a peer faculty member will evaluate the overall effectiveness of the application of the theory.	The faculty member's senior faculty mentor and a peer faculty member will evaluate the overall effectiveness of the application of the theory.	
FINANCIAL IMPACT	**FINANCIAL IMPACT**	**FINANCIAL IMPACT**
8 hours Daily Rate: $164.00 (190 Contract Days) Faculty Cost: $164.00 Mentor Cost: $ 91.00 Peer Cost: $ 91.00	24 hours Daily Rate: $164.00 (190 Contract Days) Faculty Cost: $494.00 Mentor Cost: $ 91.00 Peer Cost: $ 91.00	

Faculty Orientation Staff Development Program Goals

GOAL STATEMENT		
3. To provide new faculty members with a working knowledge and accompanying skills related to various instructional effectiveness strategies to assist in assuring that each faculty member can effectively contribute to students' achievement of their educational goals.		
OBJECTIVE		
3.4 To provide the faculty member with a working knowledge of the integration of instructional technology into the teaching process in order to enhance the instructional process.		
YEAR 1 METHODOLOGY	**YEAR 2 METHODOLOGY**	**YEAR 3 METHODOLOGY**
		Faculty will be provided a 8 hour staff development session addressing the topic of integration of instructional technology into classroom instructional methodologies.
EVALUATION	**EVALUATION**	**EVALUATION**
		A survey instrument will be administered based upon the objectives of the staff development session. Faculty will be asked to respond to the effectiveness of the session in meeting the established goals and objectives.
FINANCIAL IMPACT	**FINANCIAL IMPACT**	**FINANCIAL IMPACT**
		8 hours Daily Rate: $164.00 (190 Contract Days) Faculty Cost: $164.00 Survey Cost: $150.00

Faculty Orientation Staff Development Program Goals

GOAL STATEMENT		
3. To provide new faculty members with a working knowledge and accompanying skills related to various instructional effectiveness strategies to assist in assuring that each faculty member can effectively contribute to students' achievement of their educational goals.		
OBJECTIVE		
3.5 To provide the faculty member with a working knowledge of the integration of academic and vocational education in order to enhance the instructional process by using applied instructional teaching strategies.		
YEAR 1 METHODOLOGY	**YEAR 2 METHODOLOGY**	**YEAR 3 METHODOLOGY**
	Faculty will be provided a 8 hour staff development session addressing the topic of integration of academic and vocational education curricula.	If appropriate, faculty will develop and implement applied instructional strategies within course instructional methodologies.
EVALUATION	**EVALUATION**	**EVALUATION**
		The faculty member's class session(s) incorporating the various types of instructional technology will be evaluated by means of a peer evaluation process by the new faculty member's senior faculty mentor. **FINANCIAL IMPACT**
FINANCIAL IMPACT	**FINANCIAL IMPACT**	**FINANCIAL IMPACT**
	8 hours Daily Rate: $164.00 (190 Contract Days) Faculty Cost: $164.00	24 hours Daily Rate: $164.00 (190 Contract Days) Faculty Cost: $492.00 Mentor Cost: $ 91.00

Appendix B (Cont.)

Faculty Orientation Staff Development Program Goals

GOAL STATEMENT		
3. To provide new faculty members with a working knowledge and accompanying skills related to various instructional effectiveness strategies to assist in assuring that each faculty member can effectively contribute to students' achievement of their educational goals.		
OBJECTIVE		
3.6 To provide faculty with a foundation in the principles of adult learning.		
YEAR 1 METHODOLOGY	**YEAR 2 METHODOLOGY**	**YEAR 3 METHODOLOGY**
		Faculty will receive 8 staff development hours addressing the topic of principles of adult learning.
EVALUATION	**EVALUATION**	**EVALUATION**
		The faculty member's class session(s) incorporating the adult learning strategies will be evaluated by means of a peer evaluation process by the new faculty member's senior faculty mentor.
FINANCIAL IMPACT	**FINANCIAL IMPACT**	**FINANCIAL IMPACT**
		8 hours Daily Rate: $164.00 (190 Contract Days) Faculty Cost: $164.00 Mentor Cost: $ 91.00

Appendix B (Cont.)

Faculty Orientation Staff Development Program Goals

GOAL STATEMENT		
4. To provide new faculty members with a working knowledge of the College's academic affairs process to assist in assuring that faculty effectively contribute to the curriculum development and evaluation process.		
OBJECTIVE		
4.1 To provide the faculty member with a working knowledge of the role and responsibilities of the academic clusters in the academic affairs process.		
YEAR 1 METHODOLOGY	**YEAR 2 METHODOLOGY**	**YEAR 3 METHODOLOGY**
A 1 hour staff development session will be provided to discuss the role and responsibilities of the Academic Clusters.		
EVALUATION	**EVALUATION**	**EVALUATION**
A survey instrument will be administered based upon the objectives of the staff development session. Faculty will be asked to respond to the effectiveness of the session in meeting the established goals and objectives.		
FINANCIAL IMPACT	**FINANCIAL IMPACT**	**FINANCIAL IMPACT**
1 hour Daily Rate: $164.00 (190 Contract Days) Faculty Cost: $ 20.50 Survey Cost: $150.00		

Faculty Orientation Staff Development Program Goals

GOAL STATEMENT		
4. To provide new faculty members with a working knowledge of the College's academic affairs process to assist in assuring that faculty effectively contribute to the curriculum development and evaluation process.		
OBJECTIVE		
4.2 To provide the faculty member with a working knowledge of the role and responsibilities of the Academic Affairs Committee in the review and approval of curricula.		
YEAR 1 METHODOLOGY	**YEAR 2 METHODOLOGY**	**YEAR 3 METHODOLOGY**
A 1 hour staff development session will be provided to discuss the role and responsibilities of the Academic Affairs Committee.		
EVALUATION	**EVALUATION**	**EVALUATION**
A survey instrument will be administered based upon the objectives of the staff development session. Faculty will be asked to respond to the effectiveness of the session in meeting the established goals and objectives.		
FINANCIAL IMPACT	**FINANCIAL IMPACT**	**FINANCIAL IMPACT**
1 hour Daily Rate: $164.00 (190 Contract Days) Faculty Cost: $ 20.50 Survey Cost: $150.00		

Appendix B (Cont.)

Faculty Orientation Staff Development Program Goals

GOAL STATEMENT		
4. To provide new faculty members with a working knowledge of the College's academic affairs process to assist in assuring that faculty effectively contribute to the curriculum development and evaluation process.		
OBJECTIVE		
4.3 To provide the faculty member with a working knowledge of the administrative procedures which effect the development and approval of new or revised curricula.		
YEAR 1 METHODOLOGY	**YEAR 2 METHODOLOGY**	**YEAR 3 METHODOLOGY**
A 2 hour staff development session will be provided to review and discuss the administrative procedures and completion of appropriate documentation to submit an academic affairs action item to the Academic Affairs Committee.		
EVALUATION	**EVALUATION**	**EVALUATION**
A survey instrument will be administered based upon the objectives of the staff development session. Faculty will be asked to respond to the effectiveness of the session in meeting the established goals and objectives.		
FINANCIAL IMPACT	**FINANCIAL IMPACT**	**FINANCIAL IMPACT**
2 hours Daily Rate: $164.00 (190 Contract Days) Faculty Cost: $ 41.00 Survey Cost: $150.00		

Faculty Orientation Staff Development Program Goals

<table>
<tr><th colspan="3">GOAL STATEMENT</th></tr>
<tr><td colspan="3">4. To provide new faculty members with a working knowledge of the College's academic affairs process to assist in assuring that faculty effectively contribute to the curriculum development and evaluation process.</td></tr>
<tr><th colspan="3">OBJECTIVE</th></tr>
<tr><td colspan="3">4.4 To provide the faculty member with a working knowledge of the role and responsibilities of the faculty member in the program review process designed to evaluate academic programs and course offerings and the faculty member's general responsibilities in the curriculum process.</td></tr>
<tr><th>YEAR 1 METHODOLOGY</th><th>YEAR 2 METHODOLOGY</th><th>YEAR 3 METHODOLOGY</th></tr>
<tr><td></td><td></td><td>A 2 hour staff development session will be provided to discuss the role and responsibilities of the faculty member in the program review process.</td></tr>
<tr><th>EVALUATION</th><th>EVALUATION</th><th>EVALUATION</th></tr>
<tr><td></td><td></td><td>A survey instrument will be administered based upon the objectives of the staff development session. Faculty will be asked to respond to the effectiveness of the session in meeting the established goals and objectives.</td></tr>
<tr><th>FINANCIAL IMPACT</th><th>FINANCIAL IMPACT</th><th>FINANCIAL IMPACT</th></tr>
<tr><td></td><td></td><td>2 hours
Daily Rate: $164.00
(190 Contract Days)

Faculty Cost: $ 41.00
Survey Cost: $150.00</td></tr>
</table>

Faculty Orientation Staff Development Program Goals

<table>
<tr><th colspan="3">GOAL STATEMENT</th></tr>
<tr><td colspan="3">5. To provide new faculty members with a working knowledge of the requirements for tenure and the tenure process to assist each faculty member achieve the minimum standards for the award of tenure.</td></tr>
<tr><th colspan="3">OBJECTIVE</th></tr>
<tr><td colspan="3">5.1 To provide the faculty member with a working knowledge of the role and responsibilities of the faculty member in the tenure process.</td></tr>
<tr><th>YEAR 1 METHODOLOGY</th><th>YEAR 2 METHODOLOGY</th><th>YEAR 3 METHODOLOGY</th></tr>
<tr><td>A 3 hour staff development session will be provided to discuss the role and responsibilities of the faculty member in the tenure process.</td><td>Faculty will begin documentation for submission for consideration for tenure.</td><td>Faculty member will complete the portfolio for documenting s(he) has met at least the minimum requirements for tenure and submit the tenure portfolio to the Tenure Committee at the close of the third year of employment.</td></tr>
<tr><th>EVALUATION</th><th>EVALUATION</th><th>EVALUATION</th></tr>
<tr><td>The faculty member will develop an action plan for the acquisition of tenure based upon the requirements for acquiring tenure.</td><td>The faculty member's senior faculty mentor will review and make recommendation for revision of the documentation.</td><td>The faculty member's academic dean will review the faculty members documentation in comparison to the minimum requirements for acquisition of tenure.</td></tr>
<tr><th>FINANCIAL IMPACT</th><th>FINANCIAL IMPACT</th><th>FINANCIAL IMPACT</th></tr>
<tr><td>3 hours
Daily Rate: $164.00
(190 Contract Days)
Faculty Cost: $ 61.50</td><td>12 hours
Daily Rate: $164.00
(190 Contract Days)
Faculty Cost: $246.00
MentorCost: $ 91.00</td><td>12 hours
Daily Rate: $164.00
(190 Contract Days)
Faculty Cost: $246.00
Admin. Cost: $ 98.33
(1/3 day)</td></tr>
</table>

Faculty Orientation Staff Development Program Goals

GOAL STATEMENT		
5. To provide new faculty members with a working knowledge of the requirements for tenure and the tenure process to assist each faculty member achieve the minimum standards for the award of tenure.		
OBJECTIVE		
5.2 To provide the faculty member with a working knowledge of the composition, role and responsibilities of the Tenure Committee in the tenure process.		
YEAR 1 METHODOLOGY	**YEAR 2 METHODOLOGY**	**YEAR 3 METHODOLOGY**
A 1 hour staff development session will be provided to discuss the role and responsibilities of the Tenure Committee in the tenure process.		
EVALUATION	**EVALUATION**	**EVALUATION**
A survey instrument will be administered based upon the objectives of the staff development session. Faculty will be asked to respond to the effectiveness of the session in meeting the established goals and objectives.		
FINANCIAL IMPACT	**FINANCIAL IMPACT**	**FINANCIAL IMPACT**
1 hour Daily Rate: $164.00 (190 Contract Days) Faculty Cost: $ 20.50 Survey Cost: $150.00		

Faculty Orientation Staff Development Program Goals

GOAL STATEMENT		
5. To provide new faculty members with a working knowledge of the requirements for tenure and the tenure process to assist each faculty member achieve the minimum standards for the award of tenure.		
OBJECTIVE		
5.3 To provide the faculty member with a working knowledge of the administrative procedure which has been designed to effect the tenure process.		
YEAR 1 METHODOLOGY	**YEAR 2 METHODOLOGY**	**YEAR 3 METHODOLOGY**
A 1 hour staff development session will be provided to review and discuss the administrative procedure which effects the tenure process.		
EVALUATION	**EVALUATION**	**EVALUATION**
A survey instrument will be administered based upon the objectives of the staff development session. Faculty will be asked to respond to the effectiveness of the session in meeting the established goals and objectives.		
FINANCIAL IMPACT	**FINANCIAL IMPACT**	**FINANCIAL IMPACT**
1 hour Daily Rate: $164.00 (190 Contract Days) Faculty Cost: $ 20.50 Survey Cost: $150.00		

August 1, 1994

Warren Groff, Ph.D.
1531 Peabody Avenue
Memphis, TN 38104

Dear Dr. Groff,

Please accept this authorization for use of my papers developed in the Human Resource Development course for educational pourposes such as inclusion in reports to ERIC. Should you haveneed for any additional use of my work not covered by this authorization please do not hesitate contacting me.

Sincerely,

Sherry Kersey
637 Gillette Avenue
Temple Terrace, Florida 33617

APPENDIX E

Action Plan to Implement Technology Seminars at Embry-Riddle Aeronautical University

Shirley Waterhouse

PLAN TO IMPLEMENT TECHNOLOGY SEMINARS
AT EMBRY-RIDDLE AERONAUTICAL
UNIVERSITY

Human Resources Development

Shirley Waterhouse
Embry-Riddle Aeronautical University

Warren Groff
Tampa Cluster

A paper presented to Nova Southeastern University in partial fulfillment of the requirements of the Human Resources Development Seminar

Nova Southeastern University
February 1, 1994

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INTRODUCTION

This is a plan to provide technical training seminars for Embry-Riddle faculty. The goal of this plan is to attain a predominantly computer literate faculty at Embry-Riddle within three years. This paper first defines the rationale for technical seminars. Next, it presents a description of the proposed seminar content, and it ends with a discussion of the steps needed to implement this plan.

The Rationale for Technology Seminars

Many of the goals of Embry-Riddle University center on a well-trained faculty who can deliver top-quality courses. (See Appendix A for Purpose Statements, Appendix B for Vision Statements, and Appendix C for Human Resources Department's Strengths and Weaknesses.) The delivery of top-quality courses should include the use of educational technology. Yet, many Embry-Riddle professors are not using basic technology skills such as word processing and electronic mail and are not keeping up with the advances in educational technology.

Another major goal of the University is to utilize distance learning to tie both our Daytona Beach, Florida campus and our Prescott, Arizona campus together as well as link the 100 Embry-Riddle learning centers located worldwide. If this goal is to be attained, faculty must be trained in the technical skills associated with distance learning.

Future educators who are currently enrolled in education degree programs are most likely receiving educational technology training as evidenced by the recommended computer competencies for all graduates of education programs by two important organizations -- The Society for Technology in Education, (ISTE), and the National Council for the Accreditation of Teacher Education (NCATE). (Wetzel, 1993) (See Appendix D for a list of these recommended computer competencies.) Educators who finished their formal education before the computer revolution began are not so fortunate.

How can existing teachers attain the technology skills they need? Retraining through seminars is one approach. The following is a description of a series of four planned seminars and suggested educational technology topics that would provide the Embry-Riddle faculty with the technology skills they need to move into the 21st century.

Overview of Technology Seminars

The following four seminars are planned: An Overview of Educational Technology, Basic Technology Skills, Multimedia, and Distance Learning. Traditional workshops with course manuals and study guides will be used, and faculty can attend the training with other educators in a block of days during the summer or on a series of Saturdays or evenings.

In addition, training materials for the seminars will be produced to accommodate a distance learning version of these seminars with video tapes, electronic study guides, and electronic conferencing for faculty who either cannot attend on campus or who prefer to learn at a distance. Creating the seminars in a distance learning scenario will also facilitate sharing the seminar content with other institutions.

A consortium of university representatives and industry leaders in educational technology is planned. The content, materials, and hardware for this seminar will be shared with other interested universities, community colleges, and high schools. The following summarizes each seminar.

SEMINAR ON EDUCATIONAL TECHNOLOGY MOVING INTO THE 21ST CENTURY!

This seminar is intended to provide an awareness of the rapid advancement of educational technology and to stress the importance of educators gaining technological skills now. The following is a brief explanation of suggested topics and a description of how these topics could be illustrated in the seminars.

The Computer Process Defined. A brief overview of the computing process will be included with a discussion of important terms that deal with current PC hardware such as *microprocessors*, *486DX2 microprocessor*, the *Pentium chip*, the *Motorola chip*, *Power PC*, *Personal Digital Assistants (PDAs)*, *wireless modems*, *remote mice*, and others. (Refer to Appendix F, Glossary of

Terms, for a definition of technical terms used in this paper. The first occurrence of the terms that are included in the glossary will be placed in italics within the text of this paper.)

Multimedia. Attendees will receive a complete briefing on the hardware components of *multimedia* and the tremendous impact *CD-ROM* is having on education and training. Attendees will be provided hands-on experience with CD-ROM presentations. To demonstrate the emergence of a new type of software called *edutainment,* attendees will learn a little Spanish and have a little fun by going through Hablo Espanol, Goldilocks? which is a CD-ROM program combining entertainment and training.

Internet. Attendees will become *Internauts* for a few minutes by communicating in *real-time* via the Internet with educators in Australia.

Voice Recognition. Several *voice recognition* programs are currently available that teach computers to recognize voice commands. A new twist in this technology will be explored -- the inclusion of a foreign dictionary that translates into another language words spoken in English. (Desmarais, 1994)

Computer Ethics. Computer ethics will be introduced with discussions of computer *hackers,* copyright laws, *viruses*, and other important ethical topics.

Desktop Videoconferencing. A demonstration of *desktop videoconferencing* will be conducted between attendees at the Daytona Beach, Florida campus and those attending in Prescott, Arizona. Attendees will work at a computer that will display a video image of the educator they are communicating with at the Prescott campus. Attendees will not only be able to see and hear each other via the computer, but they will also be able to send and receive files in real-time.

Virtual Reality. Demonstrations of *virtual reality* (also becoming known as *virtual environment)* will be provided. The University of Central Florida, leaders in virtual reality research, will provide *virtual reality headsets* and *datagloves* to allow attendees the experience of stepping into simulated worlds to experience how virtual reality is used in training and education.

Electronic Publishing. Attendees will use the *Internet* to search through *Project Gutenberg* which is an electronic publishing database that is expected to contain 10,000 books available electronically by the year 2000.

Networks and Data Communications. Emphasis will be placed on the role networks play in education. Demonstrations will be provided on shared software and hardware, computer conferences, electronic mail, and the electronic transmission of materials.

Using Computers in Specific Disciplines. Attendees will explore resources unique to their disciplines. Catalogs of CD-ROM presentations and computer-based instructional programs will be provided on the disciplines of attendees.

SEMINAR ON TECHNOLOGY SKILLS - POWER ON!

Word Processing and Desktop Publishing. This one-day seminar will concentrate on utilizing word processing and desktop publishing. Creating newsletters and brochures will be addressed. Scanning images from photographs and utilizing color laser printers to produce top quality transparencies for classroom presentations will be illustrated.

Spreadsheets. This four-hour seminar will provide an overview of spreadsheets. Topics will include creating an electronic gradebook and creating graphs and charts for classroom presentations.

Databases. This four-hour seminar will provide an overview of databases. Workshop attendees will create a simple database comprised of information on one class of students and will *query* the database and create reports. Students will learn how to access public databases electronically to enhance their research efforts.

Presentation Graphics. This four-hour seminar will provide an overview of presentation graphics. Educators will learn how to combine pictures, desktop publishing, symbols, and graphics to create striking visuals and computer screen shows that will enhance their classroom presentations.

The Internet. This four-hour seminar will provide basic skills needed to utilize electronic mail and to perform research on the Internet. Using the Internet for electronic conferences with colleagues and students will be demonstrated. Educators will be encouraged to use the Internet creatively and will be provided with examples of how students from different classes around the world are interacting with each other. (Liberman, 1994) Special research topics will be presented including *FTP, telnet, Archie, Gopher, WAIS,* and ERIC searches.

SEMINAR ON MULTI-MEDIA TECHNOLOGY SKILLS - ELECTRONIC SHOWTIME IN THE CLASSROOM!

Creating Multimedia Presentations. This three-day seminar will provide educators with the skills needed to create a multimedia presentation. The first day will include an overview of multimedia concepts, hardware, and software. The second day will be a laboratory day where educators create a multimedia presentation on a topic they frequently teach. On the third day, attendees will present their presentations to the other students and work on refining their multimedia presentations.

SEMINAR ON DISTANCE LEARNING - GOING THE DISTANCE!

Overview of Distance Learning. No longer is it necessary for every class to be taught with one teacher standing in front of a classroom of 25 students. (Fulton, 1993) Distance instruction will become the norm for people who are faced with the need to learn and obtain degrees yet cannot attend traditional classes. Distance learning will offer new educational opportunities for those who are disabled, who have family restrictions, or who live in remote areas. As storage and retrieval of instruction and information become electronic rather than paper-based, distance learning programs will continue to flourish.

This one-day seminar will demonstrate *windowed video* including interaction via *desktop videoconferening* and *videoconferences* among groups gathered in videoconference rooms. Computer networks and their role in distance learning will be included. A variety of distance learning tools will be illustrated including multimedia, electronic texts, electronic mail, electronic bulletin boards, computer conferencing, computer group meetings, the Internet, FAX, voice mail, and modems.

Distance Learning Skills. This two-day workshop will concentrate on videotaped presentation skills, the development of electronic materials, and interaction and communication with students in a distance learning scenario. Attendees will make videotaped presentations, conduct videoconferences, and interact via computer conferences. Attendees will prepare study guides and course materials for electronic distribution. Attendees will practice interacting and communicating with students electronically.

IMPLEMENTATION PLAN

Obtain Approval. Extensive planning will be necessary for the implementation of this plan. The first step will be to submit a proposal defining the project in order to gain approval of the plan and to obtain a commitment of funds for development. The Chairman of the Computer Science Department and the Vice President of Academics must approve this plan.

Organize a Committee. Once approval to develop the seminars is obtained, a committee representative of each discipline on campus should be formed to refine the seminar contents, to insure relevancy for all disciplines, and to administer the development and coordination of the project. The committee should also designate the faculty members who will participate in the development and delivery of these seminars.

Develop Seminars and Organize a Consortium. During the development stage, the development instructors will develop demonstrations, presentations, and course materials for both traditional workshops and distance learning. Also during development, a consortium of industry representatives and university representatives must be identified. This consortium should evaluate the course objectives and materials.

Market and Conduct First Series of Seminars. A brochure will be designed and produced that will advertise the seminars to Embry-Riddle faculty. The first series of seminars will be conducted in the summer, and faculty will receive the brochure announcing these seminars at least three months prior to the summer. Depending on the interest, two or three series of seminars could be run including the distance learning versions.

Evaluate and Revise Seminars. After the first series of seminars is run, the seminars will be evaluated and revised. The committee will obtain evaluations from instructors and attendees to use as input for this process.

Offer Seminars to High School Teachers and Other Institutions. The content of these seminars should be shared with other educational institutions including universities, community colleges, and high schools. The distance learning version of these seminars could be made available to any interested educator. A series of summer educational technology workshops could be conducted. Seminars for high school teachers will not only provide valuable technical training for high school teachers but could serve as an important recruitment avenue for Embry-Riddle.

CONCLUSION

Educational technology offers exciting possibilities for revitalizing the classroom. Embry-Riddle professors as well as all educators must be taught how to use educational technology not only to enhance their teaching techniques but to pass technology skills along to their students. (Bergen, 1993) This is a plan that will not only provide technology training for Embry-Riddle faculty but could be used as a model for courses that should be taught in teacher education programs.

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APPENDIXES

Appendix A

Embry-Riddle Aeronautical University Purposes Statements

1. To offer undergraduate and graduate degree programs which prepare students for immediate productivity and career growth while providing a broad education with emphasis on communication and analytical skills.

2. To emphasize academic excellence in the teaching of all courses and programs; to recruit and develop excellent faculty and staff; and to pursue research and creative activities that maintain and extend knowledge in aviation, aerospace and related disciplines.

3. To develop mature, responsible graduates capable of examining, evaluating and appreciating the economic, political, cultural, moral and technological aspects of humankind and society, and to foster a better understanding of the working of the free enterprise system and its social and economic benefits. To promote ethical and responsible behavior among its students and graduates in the local, national and international aviation and aerospace communities and in the community at large.

4. To develop and effectively deliver educational programs for the adult student and professional at the undergraduate and graduate level, including off-campus degree programs, short courses, independent study, non-credit programs, seminars, workshops and conferences.

5. To support each student's personal development by encouraging participation in programs and services which offer opportunities for enhanced physical, psychological, social and spiritual growth; and, by complementing the academic experience, contribute to the development of a well-rounded individual prepared for personal and professional success.

6. To engage in research, consulting services, and related activities that address the needs of the aviation, aerospace, and related industries.

Appendix B

Embry-Riddle Aeronautical University Vision Statements

1. Student Life - Embry-Riddle will emphasize student satisfaction by elevating service to students and by enhancing the collegiate experience on the residential campuses.

2. Instruction - Embry-Riddle will increase the quality, depth, and breadth of academic programs in support of its aviation and aerospace mission with an emphasis on innovation in academic programs and general education.

3. Distance Education - Embry-Riddle will utilize a wide spectrum of technology to maximize the potential associated with the Geographic diversity of the university.

4. Research - Embry-Riddle will develop its research capabilities and activities to ensure its educational programs are current and vital and to provide leadership for the aviation/aerospace industry.

5. Aviation - Embry-Riddle aeronautical university will maintain and further develop its leadership role in aviation education and training programs for the aviation/aerospace industry.

6. Strategic Management - Embry-Riddle will adopt integrated strategic management, institutional effectiveness, and elements of total quality management as important parts of its culture.

7. Student population - Embry-Riddle will move toward an enrollment management strategy whereby the student population at the residential campuses will be constant with multiple applicants for each position.

8. Financial Health - Embry-Riddle will maintain its financial health simultaneously decreasing its dependency on tuition.

9. External Relations - Embry- Riddle will enhance its image, maintain an external perspective, pursue international opportunities and cultivate strategic partnerships.

Appendix C

Human Resources Department - Strengths and Weaknesses

Strengths:

1. Effective managerial and office support staff who are conscientious and committed to high standards of performance.

2. Diversity of perspectives and skills among department staff.

3. Developing computer based information system that will have the capacity to report management information and provide more efficiencies in workflow operations.

4. Generally effective working relationships with other departments in support of the overall Human Resources role.
5. Effective support from Administration toward further development of appropriate Human Resources planning and programs.

6. Substantial knowledge of human resource issues and potential solutions to identified problem areas.

7. Sell developed network of resources through membership in SHRM and CUPA, HRSP, APA, etc.

Weaknesses:

1. Increased number of new programs or services are required to be implemented through a fixed number of staff. Funding is not available to increase the number of personnel.

2. Changing patterns of governmental regulations require short response times and modified operations. A significant amount of attention and effort must be directed to these areas which limit the ability to focus on long term plans.

3. Continually changing organizational structure of institution increases the level of confusion and concern among the workforce.

4. Inability to implement and maintain above average pay and benefits programs for employees has led to motivational problems within the workforce.

5. Limited involvement with Academic Administration has resulted in communications and coordination problems.

6. The department has not provided an adequate level of training and development activities for managerial, supervisory, and professional staff.

7. The department has not implemented systems at the level of available technology that would enhance its ability to deliver services.

8. Lack of university focus on team-oriented, quality-centered approaches to accomplishing goals and objectives.

Appendix D

Curriculum Guidelines for Accreditation of Educational Computing and Technology Programs by ISTE Accreditation Committee

1. Demonstrate ability to operate a computer system in order to successfully utilize software.

2. Evaluate and use computers and related technologies to support the instructional process.

3. Apply instructional principles, research, and appropriate assessment practices to the use of computers and related technologies.

4. Explore, evaluate, and use compter/technology-based materials, including applications, educational software and associated documentation.

5. Demonstrate knowledge of uses of computers for problem solving, data collection, information management, communications, presentations, and decision making.

6. Design and develop student learning activities that integrate computing and technology for a variety of student grouping strategies and for diverse student populations.

7. Evaluate, select and integrate computer/technology-basesd instruction in the curriculum of one's subject area(s) and/or grade levels.

8. Demonstrate knowledge of use of multimedia, hypemedia, and telecommunications to support instruction.

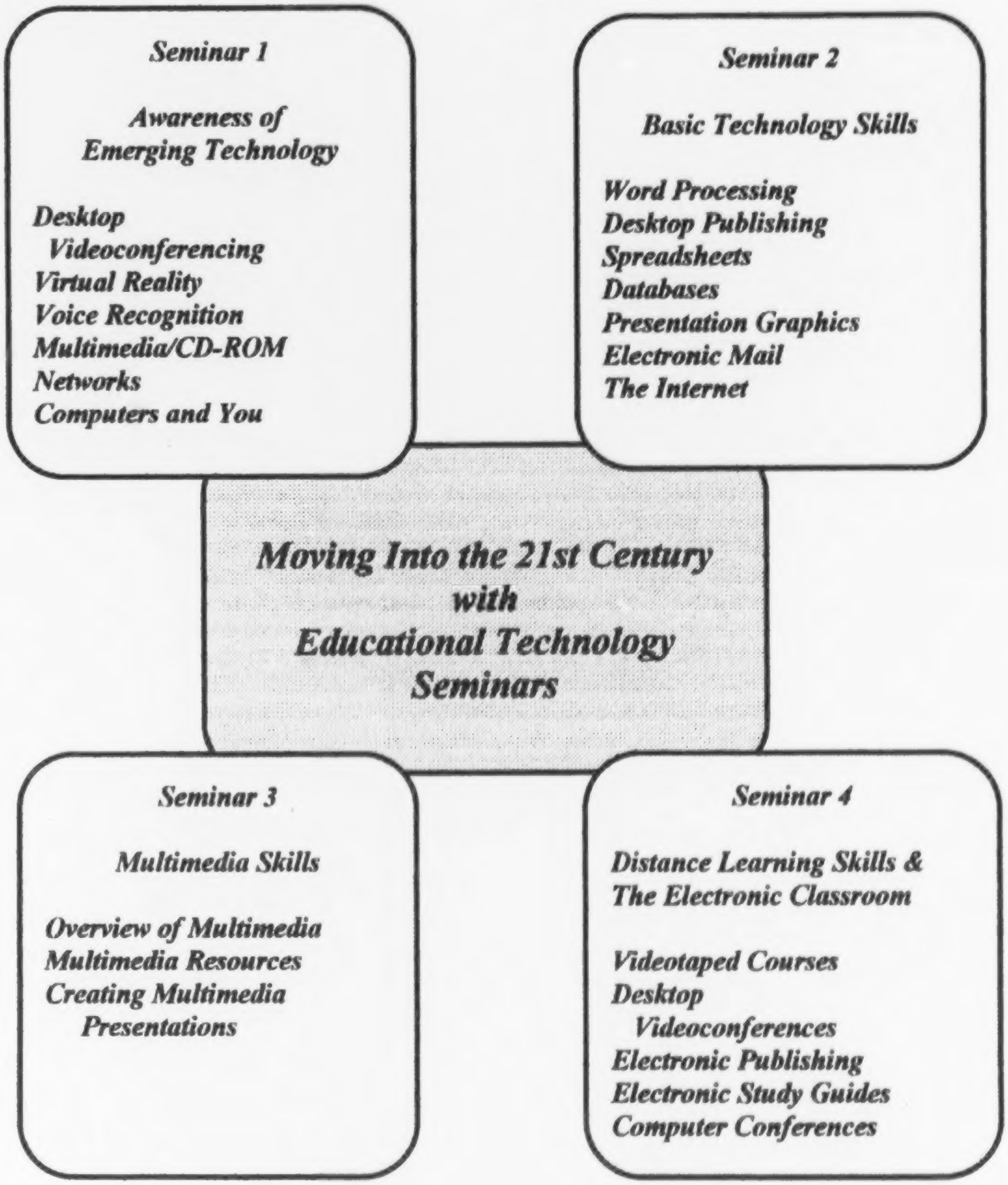
9. Demonstrate skill in using productivity tools for professional and personal use, including word processing, database, spreadsheet, and print/graphics utilities.

10. Demonstrate knowledge of equity, ethical, legal and human issues of computing and technology use as they relate to society and model appropriate behaviors.

11. Identify resources for staying current in applications of computing and related technologies in education.

12. Use computer-based technologies to access information to enhance personal and professional productivity.
13. Apply computers and related technologies to facilitate emerging roles of the learn and the educator.

Appendix D
Diagram



Seminar 1

Awareness of Emerging Technology

Desktop Videoconferencing
Virtual Reality
Voice Recognition
Multimedia/CD-ROM
Networks
Computers and You

Seminar 2

Basic Technology Skills

Word Processing
Desktop Publishing
Spreadsheets
Databases
Presentation Graphics
Electronic Mail
The Internet

Moving Into the 21st Century with Educational Technology Seminars

Seminar 3

Multimedia Skills

Overview of Multimedia
Multimedia Resources
Creating Multimedia Presentations

Seminar 4

Distance Learning Skills & The Electronic Classroom

Videotaped Courses
Desktop Videoconferences
Electronic Publishing
Electronic Study Guides
Computer Conferences

Shirley Waterhouse
Embry-Riddle Aeronautical University

Appendix F

Glossary of Terms

Archie - A program of search instructions for locating files at FTP sites on the Internet.

CD-ROM - Compact Disk Read Only Memory. A compact disk that can hold about 250,000 pages of text and can play music. This device is being used extensively in multimedia.

Desktop Videoconferencing - A concept of using a desktop computer with video camera connections to project live images of individuals on the computer screen. This technology will be used for live individual and group meetings via the desktop computer.

Edutainment - A type of CD-ROM presentation that is meant to teach and entertain.

FTP - File Transfer Protocol - Sites accessible via the Internet that store files on various topics. Many files can be downloaded via FTP sites.

Gopher - A program available via the Internet that will search for available files, lists, or other information that can be obtained on the Internet. The user enters a search request through Gopher, and the Gopher program looks through the Internet for available information on the requested topic.

Hackers - A skilled computer user who oftentimes uses his/her knowledge of computers and computer programming to gain access to computer systems illegally usually to do harm.

Internaut - A person who is a user of the Internet.

Internet - A global consortium of networks making electronic communications among millions of possible via their computers. The Internet is also a depository of multiple files of information, electronic bulletin boards, and a means of searching and retrieving information from hundreds of databases.

Microprocessor - 486DX2 - The microprocessor is a small chip that represents the intelligence of a computer system. Microprocessors are known by numbers such as 486. The higher the number, the more advanced the computer. For example, a computer with a 286 microprocessor is not as sophisticated as one with a 386 microprocessor. A 386 is not as sophisticated as a 486, and so on. Initials such as SX and DX further classify the microprocessor. A DX provides a built-in math coprocessor which speeds up graphical operations such as CAD applications and is faster than an SX. A DX2 is a chip that has double the speed of a regular DX chip.

Microprocessor - A small chip that provides the intelligence of a computer system. Microprocessors are classified by numbers such as 286, 386, 486, and so on. The higher the number, the more sophisticated the microprocessor and the computer.

Motorola Power PC Chip - This microcprocessor will allow one desktop computer to process programs written for either Apple or IBM based software. This represents a major breakthrough in chip technology.

Multimedia - A concept of combining text, video, audio, graphics and animation to present an electronic show which is used for entertainment programs, training and education, and presenting volumes of information. Multimedia files are typically stored on compact disks that are read by a CD-ROM drive. One popular multimedia presentation, also called a CD-ROM presentation is Encarta Encyclopedia which contains the entire encyclopedia on one compact disk.

Pentium Chip - The latest technology in microprocessors providing more sophistication for personal computers than the 486 chip.

Personal Digital Assistants (PDA) - Personal Digital Assistant. This is a handheld computer that allows users to handwrite notes on a small screen that can be digitized and saved in a file.

Project Gutenberg - A depository of electronic books accessible via the Internet. This depository is expected to have 10,000 books available electronically by the year 2000. Users of the Internet can log on to Project Gutenberg and request to read a book electronically or download a book.

Query - To search through records in a database.

Real-time - A transaction that is taking place in the present time.

Remote Mice - A mouse that can be used with a personal computer but does not have to be attached. This is helpful for making computer presentations when the speaker does not wish to have to remain near the computer.

Telnet - An electronic pathway which can be used via the Internet for logging into computer networks of interest.

Videoconferencing - Technology which makes it possible to view individuals or groups located in another room, another building, or another city. Videoconferencing is one component of distance learning. Video conferences among several users is provided by video cameras and monitors set up in conferencing centers.

Virtual Reality - Artificial reality that projects the user into a three-dimensional space generated by a computer. Headshets and datagloves allow users to point to, manipulate, and experience illusory objects in their view.

Virtual Reality Datagloves - Computerized sensing gloves used in connection with virtual reality. The datagloves are connected to a computer program that simulates various scenarios used for education and training. Designed to give the wearer a realistic sense of feel for various environments.

Virtual Reality Headsets - Headsets used in virtual reality that contain sound and two monitors that are connected to a computer program that simulates various scenarios used for education and training. Designed to give the wearer a realistic sense of sight and sound in various environments.

Viruses - A set of illicit instructions that passes itself on to other programs in which it comes in contact.

Virtual Environment - Another term for virtual reality. (See virtual reality.)

Voice Recognition - Hardware and software that can understand the spoken word and perform commands or digitize voice to create files of information.

WAIS - Wide Area Information Services. Used to locate, retrieve, and distribute files electronic via the Internet.

Windowed Video - A term to categorize videoconferencing that can be transmitted to a computer screen or to a videoconference screen in a conference room.

Wireless Modems - Modems that can send and receive to and from computers but do not require an actual telephone connection like cellular phones do not require an actual connection to a phone outlet.

Rethinking, Restructuring,
and
Revitalizing
at
Embry-Riddle Aeronautical
University

Why?

Decreased Enrollments
A Slump in Aviation Industry

Step 1 - Analyze the Problem

- Faculty do not use technology for personal productivity.
- Faculty do not use technology for course delivery.
- Technology is a must to move into the 21st Century.

Step 2 - Create a Vision of the Future

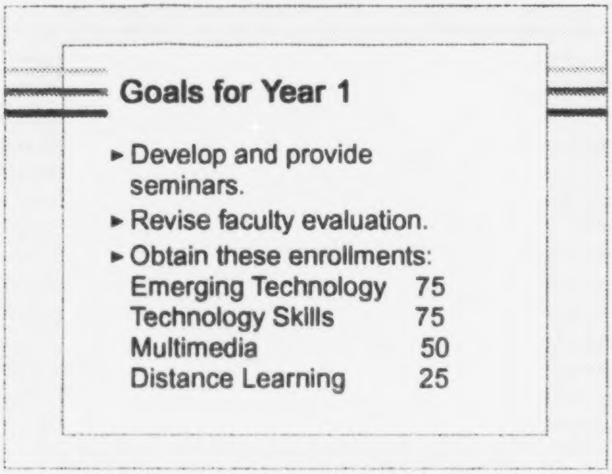
- Develop faculty technology seminars.
- Revise the faculty evaluation process to include technology.
- Share technology expertise with other institutions.

Step 3 - Develop an Action Plan.

- Computer Literacy within three years.

Computer Literacy Specifics Within three years:

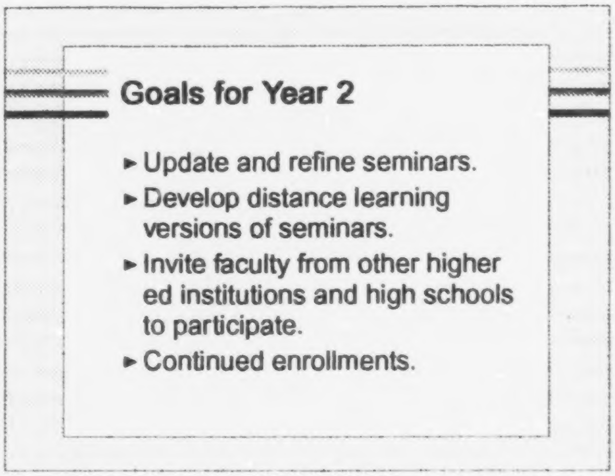
- 90% of faculty routinely use technology for personal productivity and in courses.
- 60% of faculty have had training in multimedia.
- 30% of faculty have had training in distance learning.



Goals for Year 1

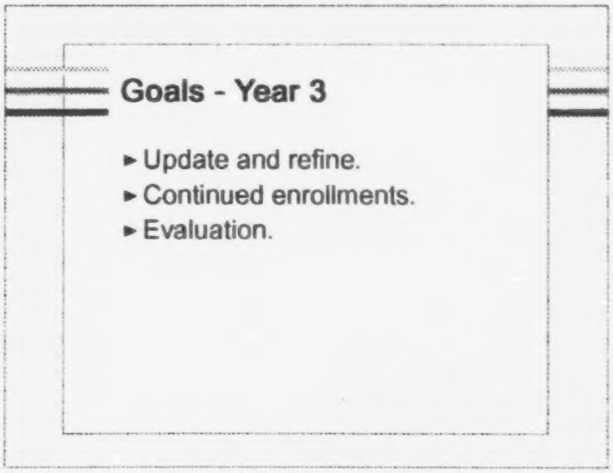
- Develop and provide seminars.
- Revise faculty evaluation.
- Obtain these enrollments:

Emerging Technology	75
Technology Skills	75
Multimedia	50
Distance Learning	25



Goals for Year 2

- Update and refine seminars.
- Develop distance learning versions of seminars.
- Invite faculty from other higher ed institutions and high schools to participate.
- Continued enrollments.



Goals - Year 3

- Update and refine.
- Continued enrollments.
- Evaluation.

ACTION PLAN TO IMPLEMENT TECHNOLOGY SEMINARS AT EMBRY-RIDDLE AERONAUTICAL UNIVERSITY

Human Resources Development

Shirley Waterhouse

Embry-Riddle Aeronautical University

Warren Groff

Tampa Cluster

A paper presented to Nova Southeastern University in partial fulfillment of the requirements for the Human Resources Development Seminar

Nova Southeastern University

March 1, 1994

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INTRODUCTION

This is an action plan to provide technical training seminars for Embry-Riddle Aeronautical University (ERAU) faculty. The major goal of this plan is to attain a predominantly computer literate faculty at Embry-Riddle within three years. Specifically, the long-range goal of this plan is that within three years, ninety percent of all ERAU faculty will have an awareness of emerging technologies and will routinely use technology for personal productivity and in course delivery, sixty percent of the faculty will have been trained in the use of multimedia, and thirty percent of the faculty will have been trained to teach in a distance learning environment.

This paper first defines the rationale for technical seminars and includes an analysis of the problem to be addressed. Next, it presents a brief description of the vision of the proposed seminar content. The third section of this paper describes the goals and objectives of the plan, the methodology for implementing the plan, how the plan will be evaluated, and a summary of the recommended budget.

THE RATIONAL - AN ANALYSIS OF THE PROBLEM

Embry-Riddle is in the process of change. Recent decreases in both new student enrollments and student retention are causing serious concerns. Every employee is being asked to look for ways to resolve these problems; thus Embry-Riddle is in a period of rethinking, restructuring, and revitalizing.

In rethinking, restructuring, and revitalizing, it is important to look first at the goals and mission of the University. Many of the goals of Embry-Riddle University center on a well-trained faculty who can deliver top-quality courses. How can these goals be attained in a period of decreased operating budgets? The use of educational technology is one way to increase the personal productivity of faculty. Educational technology such as multimedia can enhance course delivery. While advances in educational technology are rapidly increasing, many Embry-Riddle professors are not even using basic technology skills such as word processing and electronic mail.

Another major goal of the University is to maximize its resources by utilizing distance learning to tie both the Daytona Beach, Florida campus and the Prescott, Arizona campus together as well as link the approximately 100 Embry-Riddle learning centers located worldwide. If this goal is to be attained, faculty must be trained in the technical skills associated with distance learning.

Carnevale, Gainer, and Meltzer (1990) state that in the workplace, new technologies are redefining basic skill requirements of employees. A redefinition of basic skill requirements is underway in education as well. Two important organizations -- The Society for Technology in Education, (ISTE), and the

National Council for the Accreditation of Teacher Education (NCATE) recommend specific computer competencies for all educators. (Wetzel, 1993) (See Appendix A for a list of these recommended computer competencies.) Due to the efforts of these organizations and others like them, future educators currently enrolled in education degree programs are most likely receiving educational technology training. However, the large number of educators who finished their formal education before the computer revolution began are not so fortunate.

How can existing teachers attain the technology skills they need? Retraining through seminars is one approach. The following is a description of a series of four proposed seminars and suggested educational technology topics that would provide the Embry-Riddle faculty with the technology skills they need to move into the 21st century.

OVERVIEW OF TECHNOLOGY SEMINARS - A VISION OF THE FUTURE

The proposed seminars are: An Overview of Emerging Technology, Basic Technology Skills, Multimedia Skills, and Distance Learning Skills. (The content of these seminars is listed in Appendix B.) The first year's seminar offerings could be in the form of traditional workshops supplemented with course manuals. Faculty could attend the training with other educators in a block of days during the summer or on a series of Saturdays or evenings.

The second year's offerings could include distance learning materials for each seminar. Using distance learning versions of these seminars, faculty could begin any seminar at anytime and could use videotapes, electronic study guides, and electronic conferencing to complete the seminars. Creating the seminars in a distance learning scenario would facilitate sharing the seminar content with other institutions. (Fulton, 1993)

A consortium of university representatives and leaders in educational technology is planned. The content, materials, and hardware for this seminar could be shared with other interested universities, community colleges, and high schools. The following summarizes the content of each seminar.

The "Emerging Technology" seminar is intended to provide an awareness of the rapid advancement of educational technology and to stress the importance of educators gaining technological skills now. The major topics to be included are the computer process defined, multimedia, the Internet, voice recognition, computer ethics, desktop videoconferencing, virtual reality, electronic publishing, networks, data communications, and using computers in specific disciplines.

The "Technology Skills" seminar will include training in word processing and desktop publishing, spreadsheets, databases, presentation graphics, and the Internet.

The "Multimedia Skills" seminar would include an overview of multimedia concepts, hardware, and software. It could provide a laboratory environment where educators create a multimedia presentation on a topic they frequently teach. Attendees could present their presentations to the other attendees and work on refining their multimedia presentations.

The "Distance Learning" seminar could demonstrate distance learning concepts including desktop videoconferencing and computer conferencing. The seminar would concentrate on videotaping presentation skills, the development of electronic materials, and electronic interaction and communication with students in a distance learning scenario.

THE ACTION PLAN

It is expected that this plan will take approximately three years to develop and implement. The following is a summary of the goals and objectives of this plan. Also described below is the methodology to be used, how the plan will be evaluated , and the budget requirements.

Goals and Objectives

As was stated earlier, the long-range goal of this plan is to attain a predominately computer literate faculty at ERAU within three years. What constitutes computer literacy for educators? Computer literacy is an on-going process beginning with an awareness of technological trends. In addition to awareness, computer literacy for educators encompasses the ability to use technology for personal productivity and the ability to use technology to enhance course delivery. Once basic computer literacy is attained, an increased use of technology for educators might include multimedia skills and distance learning skills.

In order to accomplish the long-range goal of ninety percent computer literacy for the ERAU faculty, sixty percent of the ERAU faculty going through training in multimedia, and thirty percent of the ERAU faculty going through training on teaching in distance learning within three years, a number of goals and objectives are necessary. Appendix C contains a detailed listing of the goals and objectives of the plan. The following is a summary of each year's goals.

Year 1:

1. Develop and provide seminars on Emerging Technology, Technology Skills, Multimedia Skills, and Distance Learning Skills.
2. Revise the official University faculty evaluation process to include criteria on the evaluation of the faculty member's use of technology.
3. Obtain from the total of 250 ERAU faculty members, the following enrollments in each seminar.

Seminar	Enrollments This Year	Enrollments To-Date	Percent of Total Faculty
Emerging Technology	75	75	30%
Technology Skills	75	75	30%
Multimedia Skills	50	50	20%
Distance Learning	25	25	10%

In year 2, the following goals are necessary:

1. Update and refine course content and materials for all technology seminars.
2. Produce and provide distance learning versions of the seminars.
3. Extend seminar offerings to faculty from other institutions of higher education.
4. Extend seminar offerings to high school teachers.
5. Obtain from the total of 250 ERAU faculty members, the following enrollments in each seminar.

Seminar	Enrollments This Year	Enrollments To-Date	Percent of Total Faculty
Emerging Technology	75	150	60%
Technology Skills	75	150	60%
Multimedia Skills	50	150	40%
Distance Learning	25	50	20%

In year 3, the following goals are necessary:

1. Update and refine all seminars.
2. Obtain an enrollment of 50 faculty from other institutions in each seminar.
3. Obtain an enrollment of approximately 50 high school teachers in each seminar.

4. Obtain from the total of 250 ERAU faculty members, the following enrollments in each seminar.

Seminar	Enrollments This Year	Enrollments To-Date	Percent of Total Faculty
Emerging Technology	75	225	90%
Technology Skills	75	225	90%
Multimedia Skills	50	150	60%
Distance Learning	25	75	30%

Methodology

This action plan is centered on the development of seminars. Therefore, the methodology for carrying out this plan will follow developmental research as recommended by Nova Southeastern University. (Grizzle, Ligas, Rankin, 1993) First, two committees will be organized, a formative committee and a summative committee. The formative committee will be named the Academic Technology Committee and will be responsible for the development of the seminars. The summative committee will be named the Academic Technology Advisory Committee and will be responsible for the validation and evaluation of the seminar content and course materials.

The Academic Technology Committee will be comprised of one faculty representative from each major ERAU discipline, two ERAU educational technology specialists, and two ERAU instructional designers. In addition, the committee will utilize outside consultants for technical expertise. Specifically, seven major research phases will be included in the development methodology: data collection, literature review, content criteria determination, production of a list of seminar topics and workbooks, validation, evaluation, and refinement and revision.

Evaluation

The seminars will be evaluated by the summative committee, the Academic Technology Advisory Committee. An evaluation study will be conducted to assess the merit of the technology seminars and to determine if the goals and objectives are being met. This evaluation study will follow evaluation research as outlined by Schumacher and McMillan (1993). The summative committee will be comprised of The Chairman of the ERAU Computer Science Department, the Manager of the ERAU Information Technology Department, the Chairman of the ERAU Instructional Design Department, one outside expert in educational technology, one outside expert in distance learning, and four faculty members who have completed the seminars.

To determine if the long-range goal of ninety percent of the faculty becoming computer literate and routinely using technology within three years is attained, faculty evaluations and student input will be carefully scrutinized. The evaluation form students use to evaluate faculty will be revised to include questions on the faculty member's use of technology in course delivery. Also, a questionnaire will be distributed to a random selection of students to obtain information on how technology is being used in courses and to determine if professors are requiring students to use technology to complete assignments. A detailed listing of the evaluation steps is included in the evaluation section of Appendix C.

Budget

A plan of this magnitude will require considerable funds to develop and implement. Allocations for human resources to include faculty release time are necessary. Funds for equipment and the printing and production costs of course materials among many other miscellaneous expenses are necessary. Obtaining a grant from an organization such as the National Science Foundation (NSF) should be investigated for funding of all or a portion of this plan. The budget section of Appendix C provides an estimated budget for each year.

CONCLUSION

Educational technology offers exciting possibilities for revitalizing the classroom. Embry-Riddle professors as well as all educators must be taught how to use educational technology not only to enhance their teaching techniques but to pass technology skills along to their students. (Bergen, 1993) The widespread use of technology could make significant contributions toward Embry-Riddle's goal of continued prominence in aviation education.

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APPENDIXES

Appendix A

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4. Explore, evaluate, and use compter/technology-based materials, including applications, educational software and associated documentation.

5. Demonstrate knowledge of uses of computers for problem solving, data collection, information management, communications, presentations, and decision making.

6. Design and develop student learning activities that integrate computing and technology for a variety of student grouping strategies and for diverse student populations.

7. Evaluate, select and integrate computer/technology-basesd instruction in the curriculum of one's subject area(s) and/or grade levels.

8. Demonstrate knowledge of use of multimedia, hypemedia, and telecommunications to support instruction.

9. Demonstrate skill in using productivity tools for professional and personal use, including word processing, database, spreadsheet, and print/graphics utilities.

10. Demonstrate knowledge of equity, ethical, legal and human issues of computing and technology use as they relate to society and model appropriate behaviors.

11. Identify resources for staying current in applications of computing and related technologies in education.

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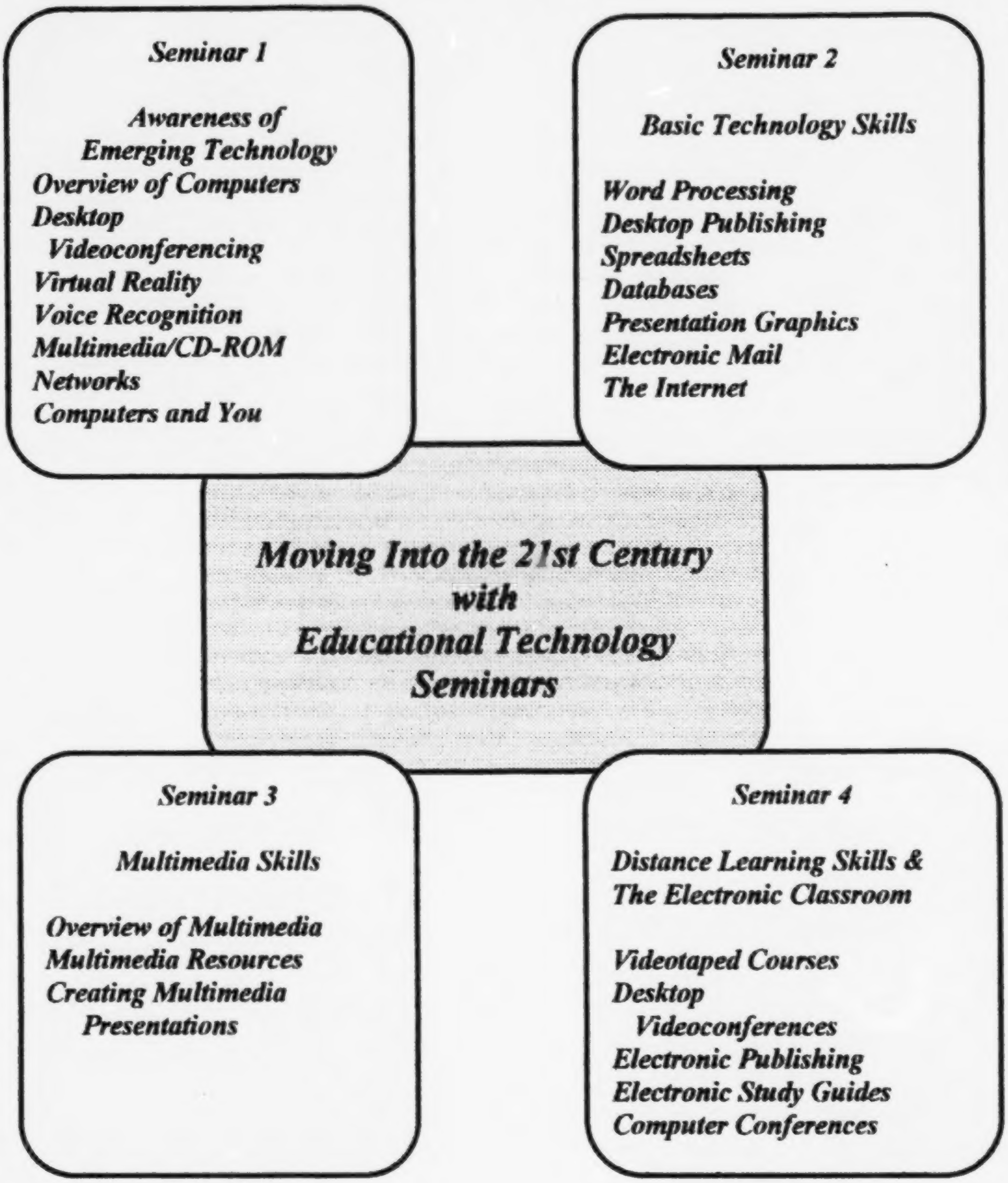
Appendix B

Diagram



Moving Into the 21st Century with Educational Technology Seminars

Seminar 1

Awareness of Emerging Technology

Overview of Computers
Desktop Videoconferencing
Virtual Reality
Voice Recognition
Multimedia/CD-ROM
Networks
Computers and You

Seminar 2

Basic Technology Skills

Word Processing
Desktop Publishing
Spreadsheets
Databases
Presentation Graphics
Electronic Mail
The Internet

Seminar 3

Multimedia Skills

Overview of Multimedia
Multimedia Resources
Creating Multimedia Presentations

Seminar 4

Distance Learning Skills & The Electronic Classroom

Videotaped Courses
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Electronic Publishing
Electronic Study Guides
Computer Conferences

Shirley Waterhouse
Embry-Riddle Aeronautical University

Appendix C

Long Range Goal
Embry-Riddle Faculty Technology Seminars

Within three years, 90% of the Embry-Riddle Aeronautical University faculty will have an awareness of emerging technological trends, will routinely use technology for personal productivity, and will routinely use educational technology to deliver top-quality courses; 60% of the ERAU faculty will have had training in multimedia, and 30% of the ERAU faculty will have had training in teaching in distance learning.

Year 1

***Goals for Year 1**:*

1. *To develop and provide faculty seminars on Emerging Technology, Technology Skills, Multimedia, and Distance Learning.*
2. *To revise the official University faculty evaluation process to include criteria on the evaluation of the faculty member's use of technology.*
3. *Obtain the following ERAU faculty enrollments for the seminars:*

	Current Year	*To-Date*	*Percent of Faculty*
Emerging Technology	75	75	30%
Technology Skills	75	75	30%
Multimedia Skills	50	50	20%
Distance Learning	25	25	10%

Objectives:	***Methodology:***
1. Propose idea and concept to management.	1. Write a proposal to present to Computer Science Department Chair containing an analysis of the problem, a vision statement, and an action plan.
2. Obtain approval to implement plan.	2. Schedule a meeting with Computer Science Department Chair and Vice President of Academics to discuss the plan and to request approval.

Objectives:	*Methodology:*
3. Upon approval, organize Academic Technology Committee (the formative committee) and the Academic Technology Advisory Committee (the summative committee).	3. Personally contact each Department chair to request that a faculty member representative of each discipline be appointed to the formative committee. In addition to faculty members, include ERAU technology specialists and instructional designers on committee. Organize a summative committee comprised of distinguished technologists from industry and distinguished educators using technology at ERAU.
4. Prepare a project schedule of events and proposed completion dates for year 1.	4. In first formative committee meeting, create a proposed schedule of important phases of this action plan and proposed completion dates.
5. Collect data by performing a faculty needs assessment.	5. Formative committee will develop a survey instrument to determine the current level of faculty computer literacy and the specific technology training faculty desire.
6. Review literature. Research emerging educational technology trends and research faculty technology training at other institutions.	6. Read current periodicals and conduct searches of journals dealing with educational technology. Attend workshops and conferences on technology. Provide miniworkshops for committee members.
7. Insure that seminar content and course materials meet criteria. Develop a list of desired technological competencies for faculty.	7. Incorporate the findings of the needs assessment with the literature review to develop a list of desired technology competencies.
8. Draft the seminar curriculum and course materials.	8. Organize formative committee into the following four subcommittees: overview of technology, technology skills, multimedia, and distance learning. Each subcommittee will develop the course materials for their seminar. Outside consultants will be used to insure technological relevancy. Instructional designers and technology specialists on formative committee will work with all subcommittees. Each

Objectives:	***Methodology:***
	committee member will attend technology conferences and workshops to develop relevant knowledge as appropriate.
9. Validate the seminar curriculum and course materials.	9. A group of ten reviewers comprised of five educational technology specialists and five educators who would be candidates to take the workshops will be selected to review the materials.
10. Evaluate the seminar content and course materials.	10. The seminar content and course materials validation will be evaluated by the summative committee.
11. Refine and revise the seminar content and course materials.	11. Each seminar subcommittee will refine and revise materials based on reviewers' comments and summative committee report.
12. Conduct a "pilot test" of the seminars.	12. Select five faculty members to go through a pilot test of the seminars. After the pilot test, have faculty evaluate seminars.
13. Make final revisions for first series of seminars.	13. Each subcommittee incorporates input from "pilot faculty" evaluations.
14. Determine administrative procedures for room scheduling, enrollments, and registration.	14. An administrative subcommittee will be organized to determine administrative details.
15. Recommend to Faculty Senate a new evaluation form that will include criteria for the evaluation of a faculty member's use of technology. Faculty will be notified of this recommendation.	15. Committee will revise the existing faculty evaluation form and process to include criteria for the evaluation of a faculty member's use of technology. Committee will submit this form to Faculty Senate for approval.
16. Announce seminar dates to all faculty and request faculty enrollment.	16. Produce and distribute a brochure describing seminar content and dates. Include an enrollment form with brochure.
17. Conduct first series of seminars and obtain feedback.	17. Have faculty complete seminar evaluation form after completing each seminar.

Evaluation - Year 1	
1. Evaluate seminars.	1. Create an evaluation instrument for all participants to complete at the end of the first series of seminars. Summarize the information from the evaluation instruments and make suggested changes for improvement. Provide the summative committee with a summary of evaluation feedback.
2. Analyze University faculty evaluations to determine what percentage of faculty are utilizing technology in course delivery.	2. Determine the percent of faculty who are currently utilizing technology in course delivery.
3. Make refinements and improvements to seminars.	3. Based on recommendations of summative committee and faculty evaluation input, each seminar subcommittee will incorporate the needed changes into course materials and seminar topics.

Budget - Year 1	
Expense Items	***Costs***
1. Salary - Full-time adjunct to cover teaching responsibilities for one year release time for Chairman of Academic Technology Committee.	$25,000
2. Adjuncts to cover one-half teaching loads of 10 faculty.	$80,000
3. Seminars and workshops for 11 committee members.	$20,000
4. Consultants fees.	$15,000
5. One full-time secretary.	$18,000
6. 20 PCs equipped with multimedia.	$70,000
7. 4 desktop videoconferencing systems.	$60,000
8. Software for 20 PCs.	$20,000
9. Course materials, workbooks, and brochures.	$15,000
10. Miscellaneous (Entertainment, petty cash, and others.)	$10,000
Total Budget for first year:	***$333,000***

Year 2

Goals for Year 2:

1. *Update and refine course content and materials for all technology seminars.*

2. *Produce and provide distance learning versions of the technology seminars.*

3. *Invite faculty from other institutions of higher education and high school teachers to participate in seminars.*

4. *Obtain the following ERAU faculty enrollments for the seminars:*

	Current Year	*To-Date*	*Percent of Total*
Emerging Technology	*75*	*150*	*60%*
Technology Skills	*75*	*150*	*60%*
Multimedia	*50*	*100*	*30%*
Distance Learning	*25*	*50*	*20%*

Objectives:	***Methodology:***
1. Propose second year goals, action plan, and budget for the Academic Technology Committee to Vice President of Academics for approval.	1. Write a proposal to present to Vice President of Academics.
2. Add distance learning expertise to the formative and summative committees.	2. Add to the formative and summative committees, individuals with distance learning expertise. Encourage existing committee members to become knowledgeable in distance learning by attending conferences and researching distance learning.
3. Prepare a project schedule of events and proposed completion dates for year.	3. In a planning meeting of the formative committee, create a proposed schedule of important phases of this action plan and proposed completion dates.
4. Refine course content and course materials for four existing technology seminars based on evaluations of first year's seminars.	4. Committee will carefully study faculty evaluations from first year's seminar offerings. Each seminar subcommittee will

	be responsible for incorporating needed changes.
5. Develop distance learning versions of the five technology seminars.	5. All members of the Faculty Technology Committee will work on developing distance learning versions of the five technology seminars.
5.1 Collect data by performing a faculty needs assessment.	5.1 Formative committee will develop a survey instrument to distribute to faculty to determine what methods of distance learning would be desirable such as seminars on video, video conferences, computer conferences, and so on.
5.2 Review literature. Research distance learning trends.	5.2 Formative committee will read current periodicals and conduct searches of journals dealing with distance learning and attend workshops and conferences on distance learning.
5.3 Insure that seminar content and course materials meet distance learning criteria. Develop a list of goals to be accomplished by offering the technology seminars through distance learning.	5.3 Incorporate the findings of the needs assessment with the literature review of distance learning and develop a list of goals to be accomplished by creating distance learning versions of the technology seminars.
5.4 Draft the distance learning curriculum and course materials.	5.4 The formative committee will develop the distance learning versions of the technology seminars based on data collection and literature review.
5.5 Validate seminar curriculum and course materials.	5.5 A group of ten reviewers comprised of distance learning specialists and educators who would be candidates to take the workshops will be selected to review the distance learning versions of the technology seminars.
5.6 Evaluate the content and course materials.	5.6 The distance learning version of the technology seminars' content and course materials will be evaluated by the summative committee.

5.7 Refine and revise seminar content and course materials.	5.7 Distance learning seminars will be revised and refined based on summative committee's evaluation input.
5.8 Conduct a pilot test.	5.8 Select five faculty members to go through a pilot test of the seminars. After the pilot test, have faculty evaluate seminars.
5.9 Make final revisions for distance learning version of technology seminars.	5.9 Formative committee incorporates input from "pilot faculty" evaluations.
6. Determine administrative procedures for distance learning enrollments and distribution of course materials.	6. The Administrative subcommittee will determine administrative details.
7. Announce the availability of distance learning versions of all seminars. Solicit enrollments.	7. Produce a brochure describing the availability of seminars in the traditional summer workshops, evenings workshops, weekend workshops, and in distance learning versions. Provide enrollment forms.
8. Invite faculty from other institutions to participate in seminars.	8. Send invitation letter and brochure to faculty at other institutions. Include enrollment form.
9. Invite high school teachers to participate in seminars.	9. Send invitation letter and brochure to high school teachers. Include enrollment form.

Evaluation - Year 2	
1. Evaluate distance learning versions of seminars.	1. Create an evaluation instrument to be completed by participants upon completion of any of the distance learning versions of the technology seminars.
2. Obtain evaluations from faculty from other institutions.	2. Create an evaluation instrument to be completed by guest faculty upon completion of seminars.
3. Obtain evaluations from high school teachers.	3. Create an evaluation instrument to be completed by high school teachers upon completion of seminars.
4. Determine percentage of faculty utilizing technology in course delivery.	4. Analyze University faculty evaluations.
5. Survey students to determine the percentage of courses where technology is being used in course delivery and to determine the percentage of students who are being asked to use technology to complete assignments.	5. Design a student technology evaluation form and administer to a randomly selected group of students.

Budget - Year 2	
Expense Items	***Costs***
1. Salary - Full-time adjunct to cover teaching responsibilities for one year release time for Chairman of Faculty Technology Committee.	$25,000
2. Adjuncts to cover one-half teaching loads of 10 faculty.	$80,000
3. Seminars and Workshops for 12 committee members.	$20,000
4. Consultants fees.	$5,000
5. Equipment and software update.	$30,000
6. One full-time secretary.	$18,000
7. Course materials and brochures.	$15,000
8. Miscellaneous (Entertainment, petty cash, and others.)	$5,000
Total Budget for year:	***$198,000***

Year 3

Goals for Year 3:

1. *Update and refine all seminars.*
2. *Obtain an enrollment of 50 faculty from other institutions in each seminar.*
3. *Obtain an enrollment of 50 high school teachers in each seminar.*
4. *Obtain the following ERAU faculty enrollments for the seminars:*

	Current Year	*To-Date*	*Percent of Total*
Emerging Technology	*75*	*225*	*90%*
Technology Skills	*75*	*225*	*90%*
Multimedia Skills	*50*	*150*	*60%*
Distance Learning	*25*	*75*	*30%*

Objectives:	***Methodology:***
1. Reorganize committee.	1. Most previous committee members return to full-time teaching. New departmental faculty representatives may be selected. Committee will meet monthly to continue to monitor the faculty technology efforts of the University.
2. Refine and update all seminars based on emerging technologies.	2. Chairman of the Academic Technology Committee and University instructional designers assume the major responsibilities of insuring that seminars and course materials remain current.
3. Prepare a project schedule of events and proposed completion dates for year 3.	3. Committee determines important completion dates for year 3.
4. Continue marketing efforts of seminars to ERAU faculty, outside faculty and high school teachers.	4. Brochures are updated for distribution to ERAU faculty, outside faculty, and high school teachers.
5. At end of year, determine if long-range goal of 90% computer literacy of ERAU faculty has been attained.	5. Obtain input from University faculty evaluation process.

Evaluation - Year 3	
1. Obtain evaluations from all participants in seminars including ERAU faculty, outside faculty, and high school teachers.	1. Analyze all evaluation responses.
2. Request that ERAU students evaluate the use of technology in the classroom.	2. Design form and distribute to a random selection of students to determine what percentage of faculty incorporate technology.
3. Request input from the University on the faculty evaluations in the area of faculty's use of technology.	3. Summarize the technology criteria on the University faculty evaluation form. Compare the results with the previous year.
4. Determine enrollments from outside faculty and high school teachers.	4. Tally and report on enrollments from outside faculty and high school teachers.

Budget - Year 3	
1. Salary - Half-time adjunct to cover one-half of teaching load of Academic Technology Committee's Chairman.	$12,500
2. Equipment and software update.	$50,000
3. Faculty fees for teaching summer workshops.	$6,000
4. Consultant's Fees	$5,000
5. Seminars and workshops for committee.	$4,000
6. Course Materials and Brochures	$5,000
7. Miscellaneous (Entertainment, petty cash, and others.)	$2,000
Total budget for year.	***$84,500***

Shirley Waterhouse
1596 John Anderson Drive
Ormond Beach, Fl 32176

July 8, 1994

Dr. Warren Groff
1531 Peabody Avenue
Memphis, TN 38104

Dear Dr. Groff:

This letter is to authorize you to include my HRD papers in the report that will be submitted to ERIC.

Sincerely

Shirley Waterhouse

Shirley Waterhouse

APPENDIX F

Expanding the Technology Horizons at Florida Community College at Jacksonville - Margaret J. Dooley

EXPANDING THE TECHNOLOGY HORIZONS AT FLORIDA COMMUNITY COLLEGE AT JACKSONVILLE

Human Resources Development

by

Margaret J. Dooley
Florida Community College at Jacksonville

Dr. Warren H. Groff
Tampa Cluster

A seminar paper presented to Nova University in
partial fulfillment of the requirements for the
degree of Doctor of Education

Nova University
February. 1994

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EXPANDING THE TECHNOLOGY HORIZONS AT FLORIDA COMMUNITY COLLEGE AT JACKSONVILLE

INTRODUCTION

The editors of *Fortune* magazine, quoted in Belasco and Stayer's Flight of the Buffalo (1993, p. 91), "… Vision, then, is not predicting the twenty-first century. It's much more pedantically seeing what the organization can be in 1996." While describing vision as the starting point for the journey, Belasco and Stayer (p. 91) challenge the reader to "manage backward from the future, rather than forward from the present."

At first glance, this appears to be contradictory to oft stated caveat that you must know where you are before you can determine where you want to go. It seems more closely aligned with the premise that if you keep doing what you've always done, you'll get what you've always got. This philosophizing not withstanding, Belasco and Stayer's thoughts on vision coupled with strategies to achieve a vision shared by Dr. Al Haugerud in the Nova Leadership Seminar were the starting points for this paper.

Impetus was added by the need to develop a rationale for an NSFNET grant proposal. The proposal must assess the current state of information technology at Florida Community College at Jacksonville (FCCJ) and build a case for the institution's inclusion in NSFNET. Perusal of a successful application obtained from the University of North Florida quickly made it clear that their faculty-based research model was not suitable for replication.

At a meeting with the College Technology Council we explored the ramifications expanded and enhanced connections to NSFNET, and, thus to the electronic information highway, would have for the institution. These issues are discussed in the next section.

WHERE ARE WE NOW

The information systems technical specialist described the existing network configuration that links the four campuses and the Urban Resource Center. A discussion ensued of present capacities and amplification that would be necessary to provide access for the labs and faculty personal computers that were networked. He explained we would access through SURANET and they would provide the necessary hardware, software and training. There will be an initial cost of approximately $50,000 and annual connection and maintenance fees between $4,000 and $10,000. Viewing the configuration as a wheel with the mainframe at its hub, we already have all the spokes in place and just need this access point.

The missing piece to this configuration however, was accessibility for those faculty and staff linked to the mainframe through the PROFS system, i.e., via dumb terminals or personal computers wired into the mainframe. It is possible to get into BITNET, INTERNET or the Florida Information Resource Network (FIRN) through PROFS (e-mail), although it is quite cumbersome and highly unreliable. Access is limited to e-mail. One can also go into the Library Information Network for Community Colleges (LINCC). Only a small percentage of the faculty or staff realize these capabilities or make use of them. Simple, direct access would potentially increase usage. The discussion generated by the implications this would have for an already overloaded mainframe became quite lively.

It was pointed out that as of January, 1994, INTERNET can be accessed through LINCC at terminals, hard-wired to Tallahassee, in each of the Learning Resource Centers. The State of Florida is experimenting with providing limited access to enable librarians and students to gain familiarity with the INTERNET in incremental stages. Response has been enthusiastic. I had the system demonstrated with entry into the stacks of Rochester Institute of Technology and Oxford University. As a neophyte, I explored the offerings of FEDIX, an information network of several federal agencies. At this time, the state is bearing all costs for this project.

WHERE DO WE WANT TO GO

The College Technology Council recommended that a rationale be built on the premise that NSFNET can be used as an instructional tool for community college faculty. It can additionally impact upon instruction and classroom research through the opportunities it offers for faculty to easily communicate with colleagues around the world.

To gain a sense of the interest of the faculty, an all PROFS note was sent out. We briefly explained what the grant would do and asked if anyone was presently using any of the information networks for instructional, research or communication purposes. There was a good response from both faculty and staff indicating limited usage, but high interest. Communication with colleagues, nationally and internationally is the primary application. Some faculty request student access so they can use LINCC at the networked computer labs to do research at Florida libraries. One Spanish instructor has her students corresponding electronically with international pen pals.

The manager of the Center for Instructional Technology indicated that the survey to update the Long Range Plan for Integrating Technology into Instruction indicated faculty wanted access to software product reviews. This individual sees direct access to on-line reviews as a highly desirable application. He currently has a colleague use his "gopher" to download files and then send them on through BITNET.

Faculty envision being able to search data bases and electronic journals for instructional ideas. Other faculty members, including those in the computer technology program, believe that the capacity to download files and do remote logins to other machines around the country will enrich their classes. There is already talk of integrating on-line information retrieval into several curricula.

THE VISION

A composite vision has emerged reflecting several perspectives. A verbalization of this might read:

The technology of tomorrow is here today. We have the interest, we have the vision. The base is built. Give us the access and the training so we can move our students into the information age.

CONCLUSION

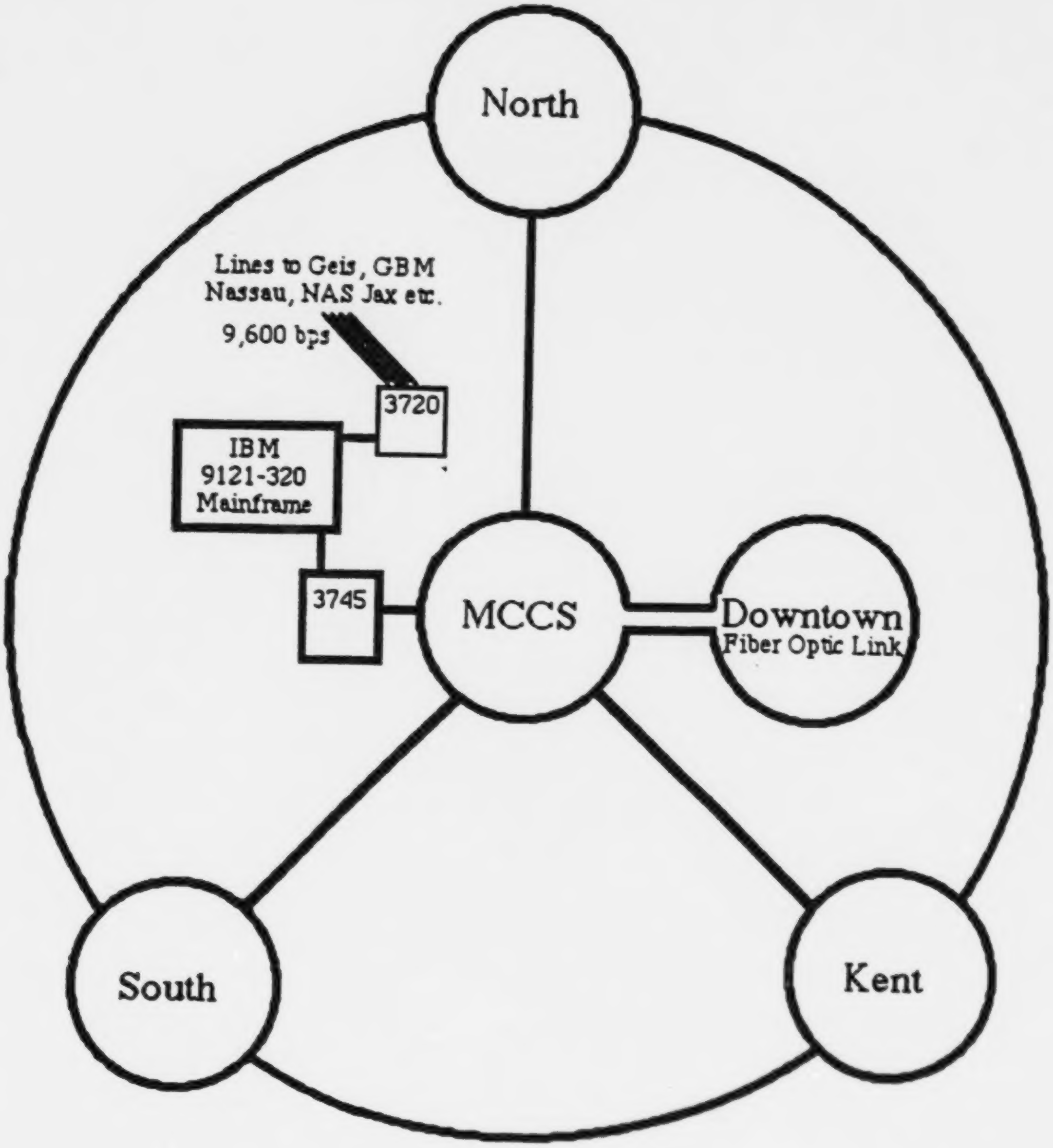
Faculty and staff are excited at the prospect of connectivity to NSFNET and INTERNET. Exploring this subject with them has increased my knowledge of the technological capabilities already in existence at the institution. A next step in this development process will be to complete the research necessary for the proposal. This can be expanded into a three-year plan for expanding the technological horizons at FCCJ, that will include NSFNET. Groundwork has for this has already been lain. A conceptualization is appended as are charts of the configurations of the local area networks linking the campuses. Please refer to Appendices A and B.

REFERENCES

Belasco, A. P. & Stayer, R. C. 1993. Flight of the Buffalo. New York, NY: Warner Books, Inc.

Instructional Technology Transfer Task Force. Florida Community College at Jacksonville. April, 1991. A Long Range Plan for Integrating Technology into Instruction.

View of Final Token Ring Design

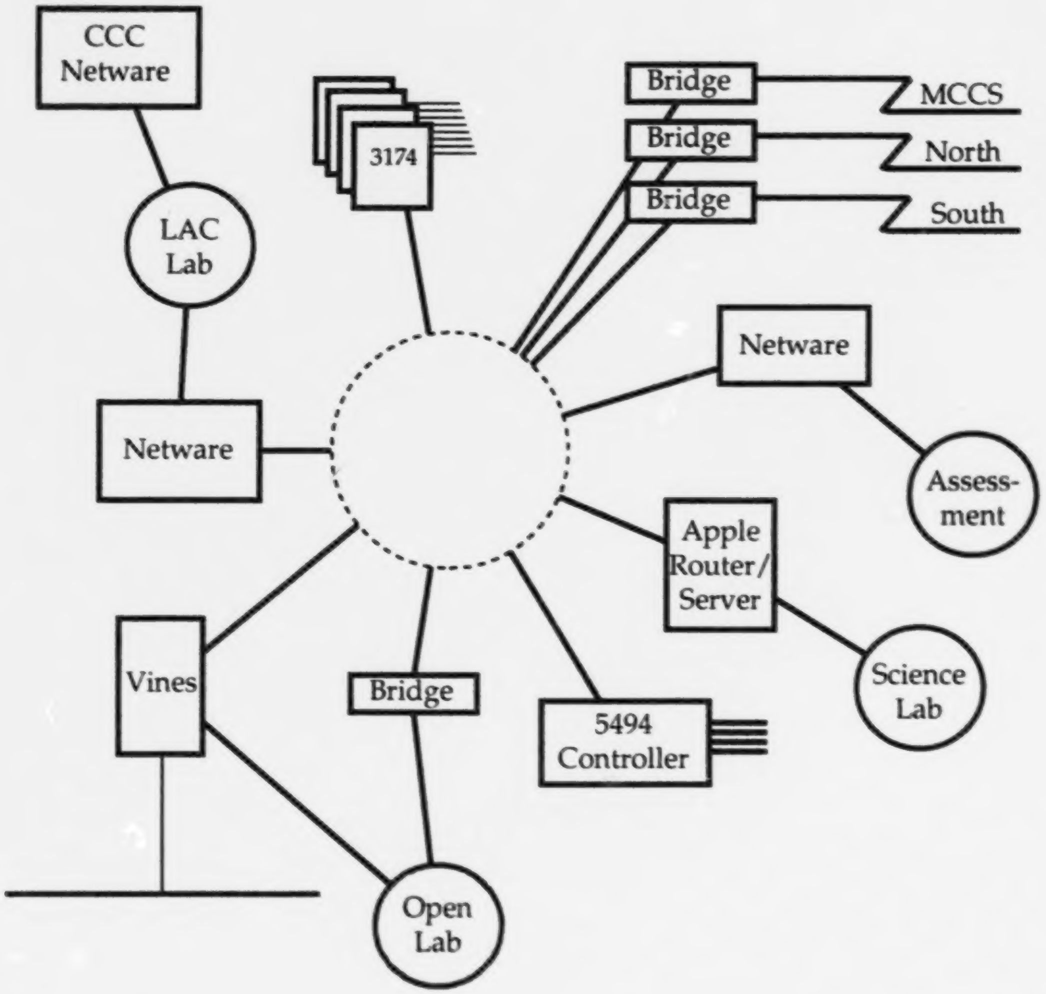

North
Lines to Geis, GBM
Nassau, NAS Jax etc.
9,600 bps
3720
IBM
9121-320
Mainframe
3745
MCCS
Downtown
Fiber Optic Link
South
Kent

All Telecommunications lines between North, South, Kent and MCCS are 56,000 bps

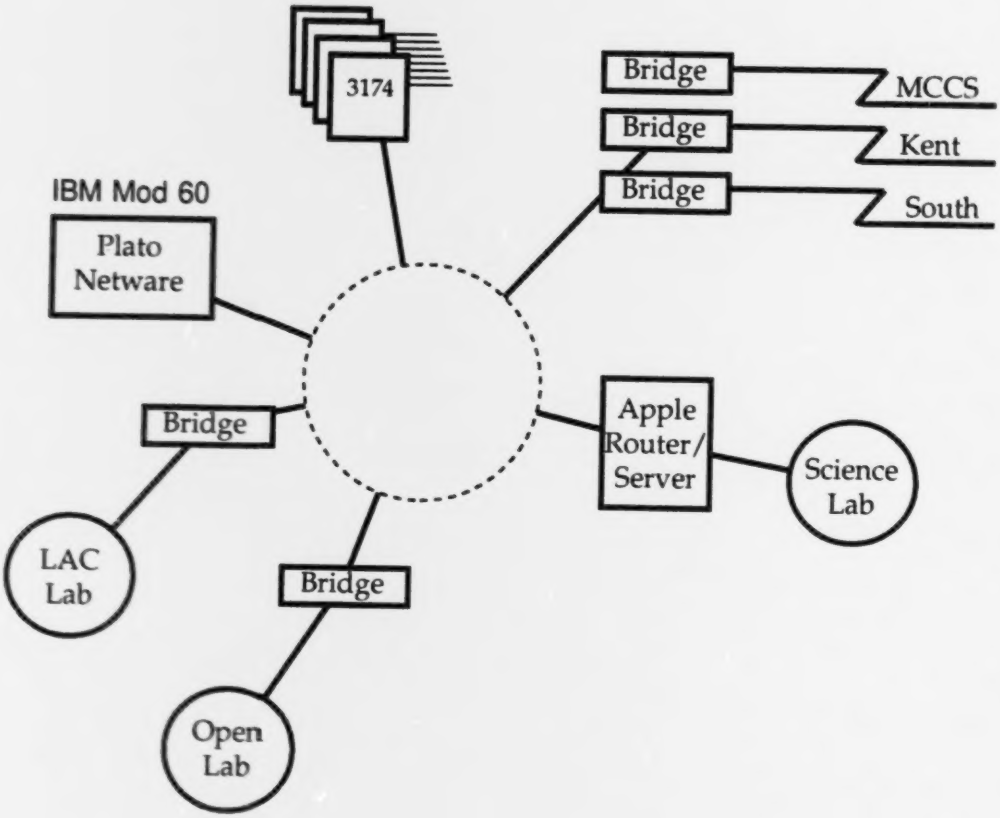
The 3720 and 3745 are Communication Controllers,
they control the Token Ring and the telecommunication lines

Diagram C

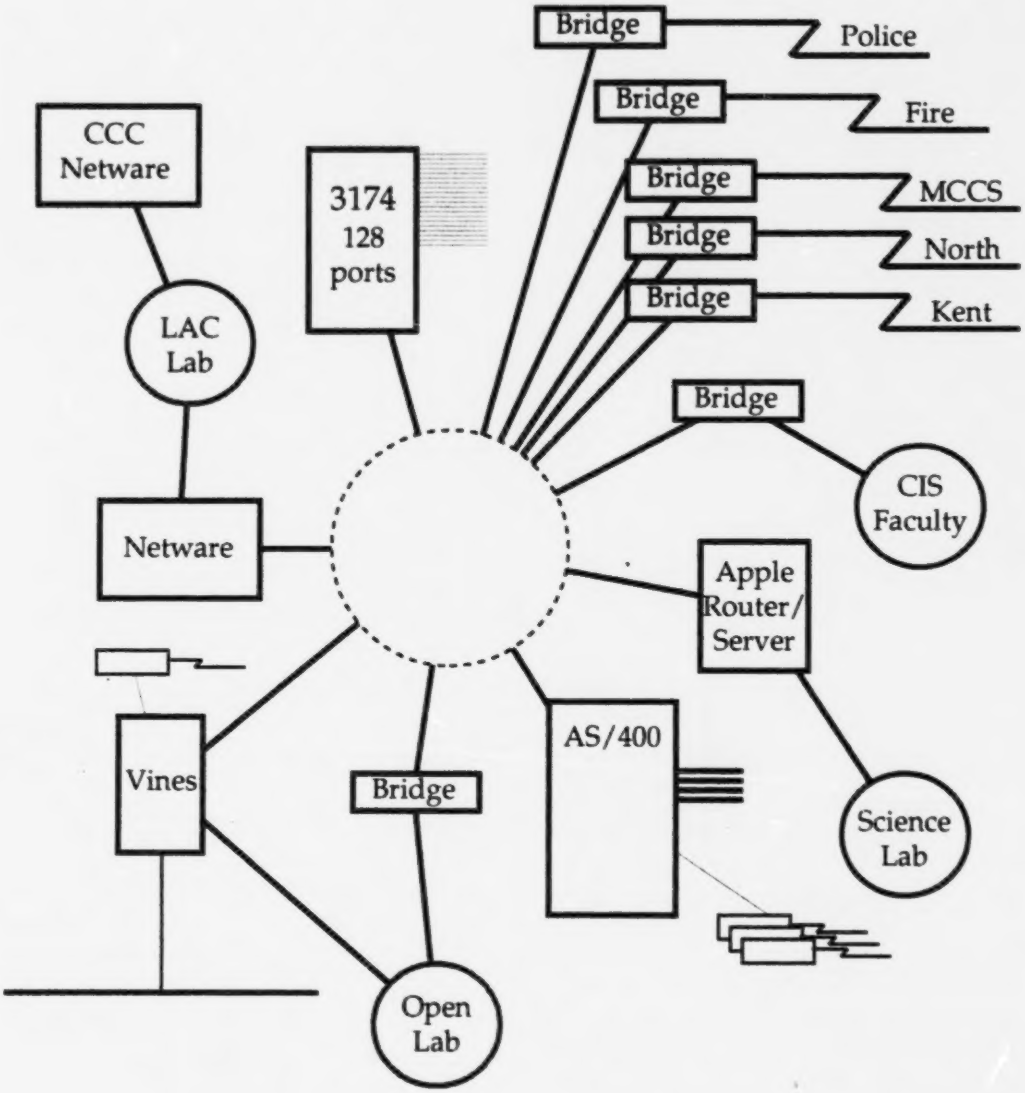
Kent Campus Network

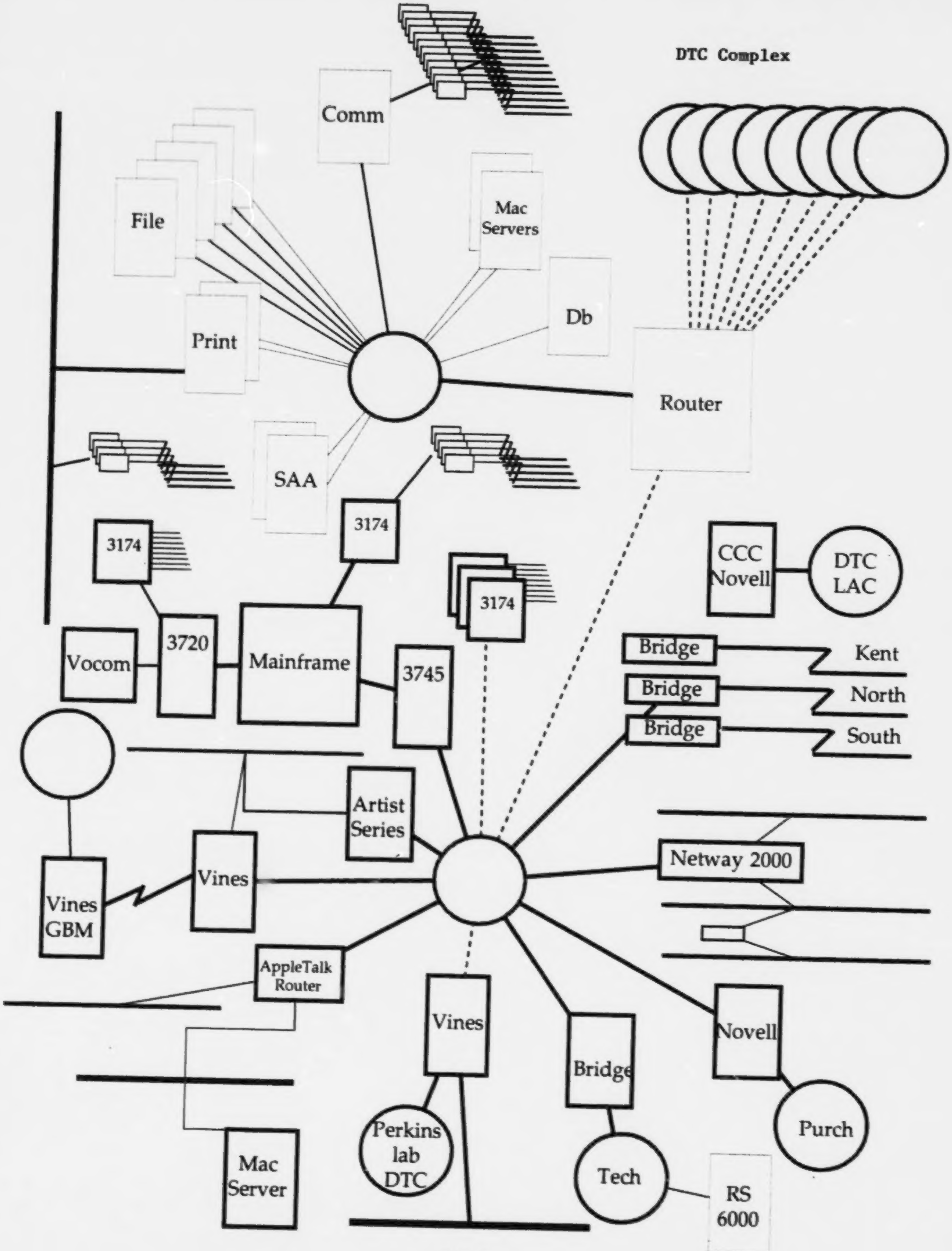

CCC Netware
3174
Bridge
Bridge
Bridge
MCCS
North
South
LAC Lab
Netware
Netware
Assess-ment
Apple Router/ Server
Science Lab
Vines
Bridge
5494 Controller
Open Lab

North Campus Network

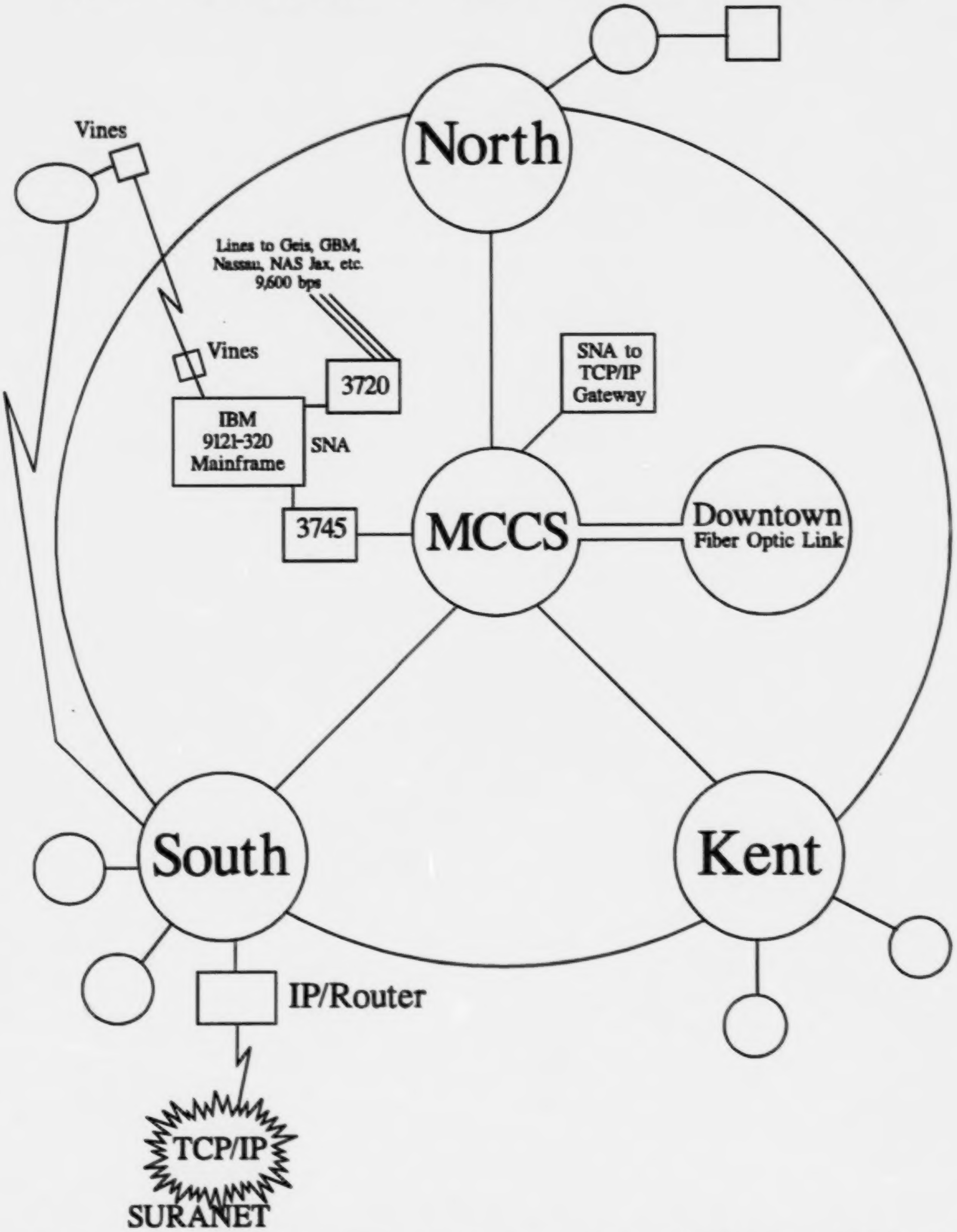

3174
Bridge
MCCS
Bridge
Kent
Bridge
South
IBM Mod 60
Plato
Netware
Bridge
Apple
Router/
Server
Science
Lab
LAC
Lab
Bridge
Open
Lab

South Campus Network


Bridge
Police
Bridge
Fire
CCC Netware
Bridge
MCCS
3174 128 ports
Bridge
North
Bridge
Kent
LAC Lab
Bridge
CIS Faculty
Netware
Apple Router/ Server
AS/400
Vines
Bridge
Science Lab
Open Lab

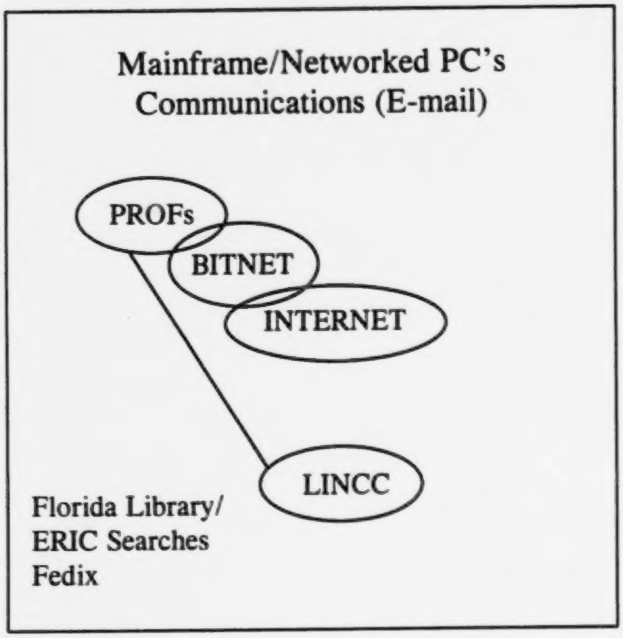

DTC Complex
Comm
File
Mac Servers
Db
Print
Router
SAA
3174
3174
3174
CCC Novell
DTC LAC
Vocom
3720
Mainframe
3745
Bridge
Kent
Bridge
North
Bridge
South
Artist Series
Vines
Vines GBM
Netway 2000
AppleTalk Router
Vines
Bridge
Novell
Purch
Perkins lab DTC
Tech
RS 6000
Mac Server

Conceptual View of Token Ring Design With Connection to NSFNET via SURANET


North
Vines
Lines to Geis, GBM,
Nassau, NAS Jax, etc.
9,600 bps
Vines
3720
SNA to
TCP/IP
Gateway
IBM
9121-320
Mainframe
SNA
3745
MCCS
Downtown
Fiber Optic Link
South
Kent
IP/Router
TCP/IP
SURANET

All Telecommunications lines between North, South, Kent and MCCS are 56,000 bps.
The 3720 and 3745 are Communication Controllers;
they control the Token Ring and the telecommunication lines.

Expanding the Technology Horizons at FCCJ

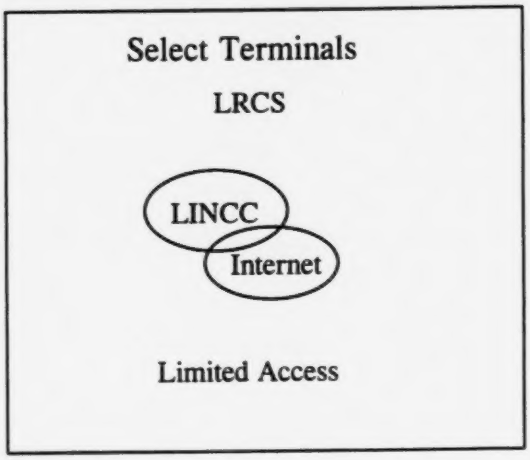


Mainframe/Networked PC's
Communications (E-mail)

PROFs
BITNET
INTERNET
LINCC

Florida Library/
ERIC Searches
Fedix

Accessibility:
Staff
Faculty
Students (Limited)



Select Terminals

LRCS

LINCC
Internet

Limited Access

Accessibility:
Staff, Faculty, Students

FUTURE

Mainframe/Networked PC's

Internet via SURANET

Full service access

Accessibility:
Faculty, Staff, Students

Florida Community College at Jacksonville
Martin Center for College Services
501 W. State St.
Jacksonville, FL 32202
(904) 632-3000

July 26, 1994

Dr. Warren Groff
1531 Peabody Avenue
Memphis, TN 38104

Dear Dr. Groff:

Permission is hereby granted to include my seminar paper, entitled "Expanding the Technology Horizons at Florida Community College at Jacksonville," in your more comprehensive document to be submitted to ERIC. As author of the narrative portion of the paper, based upon research done for a proposal submitted to the National Science Foundation, I would be remiss in not recognizing the contribution made by a colleague, Mr. Scott Freudenthal, for his technical conceptualizations of the computer infrastructure at Florida Community College at Jacksonville.

Thank you for this opportunity to have our work included in the ERIC database.

Sincerely,

Margaret J. Dooley

cc: S. Freudenthal

Mission
We are dedicated to meaningful learning and excellent teaching, enabling individuals to achieve their hopes, dreams and full potential, and to being a leading partner in creating a dynamic, prosperous community of enlightened leaders and thoughtful, effective, global citizens.

PATHWAY 2000

a special 1993 convocation announcement

Follow the yellow brick road: PATHWAY 2000 lined with gold

The recent funding of PATHWAY 2000 should cause excitement to sweep through the College as plans for the future begin to unfold into the realities of today.

FCCJ's District Board of Trustees has approved almost $800,000 to fund work toward achieving many of the priority outcomes of PATHWAY 2000.

PATHWAY 2000 is a five-year plan composed of 47 priority outcomes which were identified in a two-year planning process. Every College employee had the opportunity to participate in setting the future goals of FCCJ, and hundreds of employees — including faculty, career and administrators — took advantage of that opportunity.

Today's convocation celebrates the beginning of the PATHWAY 2000 journey and its potential rewards for students, faculty and staff, and the community.

While some final allocation decisions have not yet been made, this flier will give you a summary of where the money is likely to be spent.

> *"This is going to change the way we do business. It will change the culture of FCCJ dramatically."*
>
> — College President Charles Spence

$429,000 will meet students' needs

More than half of this year's PATHWAY 2000 money is slated to meet the special needs of students. A cluster of 18 PATHWAY plans known as "special needs" will receive $429,000 in 1993-94. Charlotte Minter, associate vice president of instruction for adult studies, will meet in September with the chairmen of the PATHWAY committees to allocate the funds and get the activities moving forward on each plan.

Staff development gets $90,000 boost

"Potential" is a key word in FCCJ's mission and it applies to employees, too. A plan is underway to create a professional development model for all FCCJ employees that includes training and development in the areas of teaching excellence, leadership, cultural diversity, volunteerism and more. Professor JoAnn Carpenter is heading the development of this model with a representative College steering committee.

$90,000 invested in partnerships

Seven plans supporting everything from community forums on global issues to starting an alumni organization will get a first-year jump-start of $90,000.

Ezekiel Bryant, North Campus president, and Jack Tinsley, associate vice president of information systems and services, are heading up the allocation process to get these plans underway and see that appropriate leadership for each plan is in place.

$95,000 will enhance services to students through general operations plans

Expanding services and support to students continues to be a major theme in PATHWAY 2000.

Non-credit students can expect to be offered Touch-tone telephone registration. All students can expect a more friendly and easier payment system. Learning resources centers' holdings on human diversity will expand. Minority business participation with FCCJ will continue to increase, and the College will step-up its efforts to showcase the liberal arts and sciences areas.

Many of these activities are now already underway with PATHWAY 2000 support. Michael Elam, associate vice president of student affairs, and Jack Spears, vice president of administrative and business services, are allocating these funds and establishing a lead person to carry out each plan.

College quality movement supported with $85,000 in training money

A quality movement has been gaining steam among FCCJ employees. College President Charles Spence even took his 1992 sabbatical to study quality with major corporations in America.

Now a more intensive effort to support a quality philosophy at FCCJ will begin in 1993-94. Improving FCCJ's ability to offer its students and own staff better quality service will be the priority of this action plan.

During the next two years, training in continuous quality improvement will be available to College faculty, staff and administrators. Over several years, all FCCJ employees will receive an introduction to quality concepts and share in the benefits of a total quality philosophy.

Pamela Grey, director of institutional planning and instructional support, will be working with employees to design and implement an exciting quality program.

Gift calendars available at campus presidents' offices

A 1993-94 mission calendar, "Support PATHWAY 2000," is now available. The calendar details all the special academic dates, FABS dates and special College holidays you'll want to plan for.

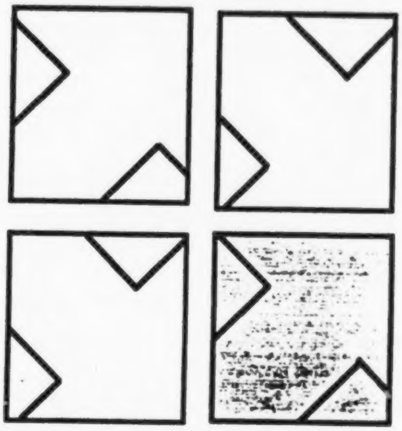
Your special gift calendar will be available during convocation, or just pick one up from your campus president today!

Please pass this information on to your colleagues who couldn't come to convocation so they can learn more about PATHWAY 2000's first-year plans for improving FCCJ's services to students!

Welcome back and have a great year!

FLORIDA COMMUNITY COLLEGE
AT JACKSONVILLE

PATHWAY 2000



MISSION AND GOALS, PRIORITY OUTCOMES AND OBJECTIVES FOR THE NEXT FIVE YEARS
1993 - 1998

FLORIDA COMMUNITY COLLEGE AT JACKSONVILLE, 1992

Our PATHWAY to the year 2000

FCCJ Mission

We are dedicated to meaningful learning and excellent teaching, enabling individuals to achieve their hopes, dreams and full potential, and to being a leading partner in creating a dynamic, prosperous community of enlightened leaders and thoughtful, effective, global citizens.

Our PATHWAY to the year 2000

FCCJ Mission

We are dedicated to meaningful learning and excellent teaching, enabling individuals to achieve their hopes, dreams and full potential, and to being a leading partner in creating a dynamic, prosperous community of enlightened leaders and thoughtful, effective, global citizens.

At FCCJ our goal is MEANINGFUL LEARNING that is student centered, comprehensive and responsive to the student and the community.

In order to fulfill this goal, the College has committed itself to achieving the following collegewide priority outcomes and objectives.

collegewide priority outcome

ASSESSMENT OF STUDENT LEARNING: FCCJ develops new and broadened assessment programs which will focus on readiness for college level work prior to enrollment and the achievement of agreed upon outcomes during enrollment. Objectives to be accomplished:

1. To support student success in the collegiate experience, the College will analyze its current requirements for basic skills, study skills, and orientation information and recommend revised policies and procedures.

2. To expand campus testing capabilities and expeditiously communicate the results to students, counselors, faculty, and the public schools, the College will develop campus assessment centers which provide computerized adaptive testing with emphasis on entry level credit, remedial, ABE, GED, ESL, and selected workforce related courses.

3. To increase the use and application of value added assessment in course development and student success within courses, the College will develop entry and exit level competencies for high enrollment and general education required (GER) courses.

collegewide priority outcome

PARTNERSHIPS: FCCJ initiates and encourages partnerships with Duval and Nassau county public schools and area colleges and universities to include articulation criteria, acceleration opportunities, and resource sharing. Objective to be accomplished:

1. To accelerate the completion of the bachelor's degree and/or admission to limited access programs and pre-professional schools and ensure FCCJ students are given every opportunity to further their educational goals, all levels of the College, including the District Board of Trustees, will increase their dialogue with secondary and postsecondary institutions.

collegewide priority outcome

INCREASED LEARNING OPTIONS: FCCJ enhances student learning opportunities by recognizing individual learning styles, offering various course time-options, broadening flexible delivery systems for courses, and expanding opportunities for on-the-job skill development. Objectives to be accomplished:

1. To increase the number of learning options students can use to reach their goals, the College will support distance learning, independent study, accelerated learning, and computer assisted courses to allow students to learn at their own pace.

2. To ensure our students are fully prepared to enter the dynamic environments of the workforce, College faculty and instructional administrators will increase the availability of student internships and invite community involvement in the classroom by expanding the number and scope of institutional and programmatic relationships.

3. To increase the variety of sources which support student self-study, the College will increase its LRC holdings of instructional courses on videotape and audiotape, and course supplements available on interactive video, video disks, computer, and audio tape.

4. To support faculty using new instructional methods, adding new or improved curriculum, and using state-of-the-art technology and materials in the classroom, the College will develop a process of renovating classrooms for current and future needs.

collegewide priority outcome

LEARNING SUPPORT SYSTEMS: FCCJ provides assistance for off-campus learners to include counseling, advising, tutoring, self-help, and media resources. Objectives to be accomplished:

1. To ensure the fair treatment of all students, the College will increase counseling, advising, career planning, student learning skills courses, and access to learning resources for all evening, weekend, and off-campus students to the degree these services are provided to day students.

2. To help adult studies students create a plan for reaching their academic goals, the College will implement an educational planning process for all AHS, GED and ABE students.

collegewide priority outcome

GENERAL EDUCATION: FCCJ's general education curriculum develops skills, values, knowledge, and attitudes in ways that enable students to make rational decisions, to learn continuously, to cope with a changing environment, and to value human diversity. Objective to be accomplished:

1. To ensure students participate in the very best general education experiences this College can provide, the General Education Requirements (GER) Task Force will develop and submit its recommendations to the President by the end of 1993. Moreover, to ensure a meaningful general education program, the College will review its General Education Requirements at least every five years.

At FCCJ our goal is EXCELLENT TEACHING that is inspiring, committed to a partnership for learning with the student, sensitive to diversity, and expert in the development of sound educational experiences.

In order to fulfill this goal, the College has committed itself to achieving the following collegewide priority outcomes and objectives.

collegewide priority outcome

PROFESSIONAL DEVELOPMENT: The College's professional development plan for full-time and adjunct faculty includes training in new technology, teaching techniques, discipline currency, student characteristics, and collaborative teaching methods. Objectives to be accomplished:

1. To ensure faculty are skilled in instructional strategies, multi-media technologies, research and scholarship, innovative methodologies, sound educational philosophy, use of computers and software, and handling and disposing of hazardous materials, the College will develop an individual professional development plan for each full-time faculty.

2. To foster the ability of instructional administrators to support faculty in their professional development plans, the College will develop an administrative support plan.

collegewide priority outcome

TEACHING EXCELLENCE MODELS: The teaching excellence models for full-time and adjunct faculty include appropriate reward systems and support for continuing improvements in teaching and learning. Objective to be accomplished:

1. To create professional development initiatives for faculty, the College will develop policies, models and programs which enable, encourage and reward excellent teaching. Faculty will be encouraged to develop meaningful and lofty goals for self-improvement, to act as resources for colleagues, and to mentor new faculty.

collegewide priority outcome

CURRICULUM DEVELOPMENT: The College reevaluates its curriculum in a continuous cycle allowing faculty and staff to participate in creating, updating, improving, and revising courses and programs to advance the College's mission, goals and the need for currency in all instructional areas. Objectives to be accomplished:

1. To ensure that curriculum and equipment meet current and future market needs and to ensure that all alternative delivery systems and student learning options are explored, instructional administrators and faculty will effectively use advisory committees in a thoughtful and planned way to more effectively manage available community resources.

2. To continuously improve its course development process, the College will foster development initiatives, create an academic audit system, and effectively acquire new equipment and materials.

At FCCJ our goal is A COLLEGIAL COMMUNITY built upon effective teamwork and commitment which reaches out to the greater community to foster civic, cultural, social, and economic development.

In order to fulfill this goal, the College has committed itself to achieving the following collegewide priority outcomes and objectives.

collegewide priority outcome

BUILDING INTERNAL - EXTERNAL PARTNERSHIPS: FCCJ is a collegial community characterized by team work, mutual respect, and support for unique campus cultures. FCCJ also encourages community partnerships among its faculty and staff in order to share ideas, resources, information, and technology; and sponsors special events, forums, and presentations to focus on local community issues and current events. Objectives to be accomplished:

1. To address global and local community issues on current events, workforce needs and concerns, and support of the arts, the College will partner with other community resources to sponsor workshops, forums, and presentations.

2. To establish more ways to involve the community with FCCJ, each academic area will develop a list of community resource people who could serve as guest lecturers or sponsors for course instruction.

collegewide priority outcome

VOLUNTEERISM: FCCJ promotes faculty, staff, and student participation and leadership through volunteerism in the local community, student life, and cultural activities. Objectives to be accomplished:

1. To encourage the availability of literacy programs that provide one-on-one student instruction led by area citizens, businesses, students, and College employees, the adult studies area will expand its initiatives to develop grants for funding, strengthen community relationships, and partner with community organizations.

2. To recognize the outstanding volunteer contributions of faculty and staff, the College will develop a regular program of recognizing significant employee contributions to the community.

3. To support and recognize the contributions of FCCJ students in volunteer initiatives within the community, the academic areas will modify selected courses giving students credit for community volunteerism and cooperative education experience.

collegewide priority outcome

COLLEGE RECOGNITION: The community is well informed of the College's contributions as a major educational, cultural, economic, and human resource in the local community. Objectives to be accomplished:

1. To expand outreach to the local minority business community, as well as area and regionally located colleges and universities, the College will invite minority business participation in the bidding on all procurements and establish partnership networks with colleges and universities to cooperate on contracts.

2. To inform the local community of the College's efforts to increase minority vendor participation in the purchasing process, the College will provide to the community a communications vehicle which highlights these activities.

3. To expand community awareness of the scope of FCCJ's mission, the College will produce a promotional video that highlights College activities and programs, will increase its instructional programming on educational access cable television, and will expand its cable service to include another cable channel.

4. To foster community awareness about our curriculum and to share many of the valuable and interesting student successes, the College will showcase the liberal arts and sciences area to the community.

collegewide priority outcome

RESOURCE DEVELOPMENT: The College is committed to acquiring vital external resources from the community in order to support its educational mission. Objectives to be accomplished:

1. To foster the commitment of FCCJ graduates to help the College build a better community, the College will develop an alumni organization.

2. To increase the capacity of private foundations to support FCCJ, the College will determine the capacity and interests of private foundations and invite their participation.

3. To maximize the College's ability to match community resources with program initiatives, the College will increase its use of development campaigns.

4. To ensure the coordination of resource development initiatives with the mission and goals, the College will develop an annual priority list for grant writing activities.

At FCCJ our goal is LEADERSHIP that provides the vision for the College and enables faculty, students and staff to reach their full potential in a supportive environment.

In order to fulfill this goal, the College has committed itself to achieving the following collegewide priority outcomes and objectives.

collegewide priority outcome

LEADERSHIP DEVELOPMENT: FCCJ'S Leadership Training Institute educates all employees in team building, effective communication and interpersonal skills, creative thinking, and other strategies to increase organizational effectiveness. Objective to be accomplished:

1. To nurture employee involvement in the College, enhance department-to-department collegiality, and encourage shared decision-making, the College will create an institute model for employees to enhance their skills as leaders within the College.

collegewide priority outcome

DECENTRALIZED DECISION-MAKING: FCCJ'S leadership, planning and management, and operations model are characterized by decentralized decision-making. Also, FCCJ's departments and campuses have a plan to achieve the College's mission and goals. Objective to be accomplished:

1. To implement the best possible decision-making model for FCCJ, the College will promote employee leadership at many levels within the organization, and the College will initiate policies which more effectively facilitate employee involvement in carrying out the mission and goals of the College.

collegewide priority outcome

UNDERSTANDING DIVERSITY: FCCJ'S leaders recognize their role in educating the students, faculty, staff, and community in the understanding of ethnic and cultural uniqueness of all people. Objectives to be accomplished:

1. To make available instructional resources which promote research in human diversity, the College will increase its holdings of resource materials by 10 percent over a three-year period.

2. To expose students, staff, and others to situations which endorse respect for ethnic, gender and cultural uniqueness of the individual, the College will hold training and education activities.

At FCCJ our goal is UNIVERSAL ACCESS that provides equal opportunities for all who seek to better their lives through education.

In order to fulfill this goal, the College has committed itself to achieving the following collegewide priority outcomes and objectives.

collegewide priority outcome

FLEXIBLE SUPPORT SERVICES AND POLICIES: FCCJ'S policies and procedures provide for flexible and timely delivery of services to "non-traditional" student populations. Objectives to be accomplished:

1. To promptly serve and reach out to diverse student groups, the College will expand its touchtone telephone registration services to meet the needs of both credit and non-credit students.

2. To provide a flexible, consumer-oriented system for payment of student fees, the College will provide students with a payment system that is friendly and easily understood while ensuring precautionary measures are taken for safeguarding College assets. Procedures established for both credit and non-credit registration will offer the most optimum conditions for recording fee payments, updating outstanding debts, and granting tuition refunds.

collegewide priority outcome

SPECIAL SERVICES: FCCJ addresses the legal requirements, delivery of services, allocation of resources, currency of policies and procedures to more effectively serve the physically challenged, learning disabled, and students with behavioral disorders. Objectives to be accomplished:

1. To be proactive in meeting the needs of students whose family commitments restrict their ability to attend college, the College will conduct a feasibility study to examine the demand for elder care on campus sites and continue its commitment to make available child care on all campuses.

2. To address the many challenges that some students face in participating in the collegiate experience, the College will conduct a needs assessment of special services followed by a plan of development for students who are physically challenged or learning disabled and students who have behavioral disorders or limited English proficiency.

collegewide priority outcome

ENROLLMENT MANAGEMENT PLAN: FCCJ'S annual credit and non-credit enrollment management plans recommend and implement priority activities for the recruitment and retention of students. Objectives to be accomplished:

1. To address the demand for special services, the College will examine its ability to accommodate students, including the limitation on facilities, and develop a plan to limit enrollments to the resources available.

2. To provide current information on registration, class schedules, College activities, building tours, special events, etc., the College will explore the use of interactive, information kiosks on each campus and in each area high school where demand for information about college activities is high.

collegewide priority outcome

EXPERIENTIAL LEARNING OPTIONS: FCCJ assesses the need to begin offering collegiate credit for documented prior-learning experiences. Objective to be accomplished:

1. To support those who come to FCCJ with a variety of personal and professional experiences that have contributed significantly to their knowledge, the College will establish a criteria for credit-by-experience to provide guidelines for awarding students college credit for work experience, military service, unique experience, and demonstrated competence.

collegewide priority outcome

SCHOLARSHIPS FOR UNDERSERVED GROUPS: FCCJ'S Scholarship and Talent Grant Program directs additional resources to the support of underserved students. Objectives to be accomplished:

1. To help students to achieve their full potential, the College will provide scholarships for graduates of adult high school and GED programs who wish to continue at FCCJ.

2. To provide students who are not eligible for federal grants the opportunity to attend FCCJ, the College will identify underserved students and redirect additional resources for scholarship awards.

At FCCJ our goal is QUALITY SERVICE which provides responsive, efficient, and effective support from every person at the College to each person who seeks assistance from the College.

In order to fulfill this goal, the College has committed itself to achieving the following collegewide priority outcomes and objectives.

collegewide priority outcome

QUALITY SERVICE TRAINING: FCCJ continuously trains all employees to deliver quality service. Objective to be accomplished:

1. To ensure that every student at FCCJ receives the highest quality service from each and every FCCJ employee, and to ensure that fellow FCCJ employees experience the best and most effective service from their colleagues, the College will promote quality service training at all levels of the College.

collegewide priority outcome

IMPROVED COMMUNICATION SYSTEMS: FCCJ creatively uses new technology and television to deliver timely information at College sites about campus life, services, and program offerings. Objectives to be accomplished:

1. To expedite the dissemination of information to all campus sites and increase the effectiveness of groups to make informed decisions, the College will integrate all major facilities into a single digital network providing voice, data and video transmissions.

2. To allow two-way teleconference meetings between faculty, staff and administration, the College will provide all faculty with work stations including PROFS and will provide teleconference rooms at each campus.

3. To expand its instructional capabilities in Nassau County and to expand its range of programming options, the College will establish a receiving site at the FCCJ College Center in Nassau County to receive televised courses and non-credit programming via microwave.

collegewide priority outcome

FOCUS EVALUATION ON COLLEGE GOALS: All FCCJ employees and departments integrate the College's mission and goals into their annual evaluations, annual planning, and institutional assessments. Objective to be accomplished.

1. To integrate the College's mission and goals into all of its evaluation processes, the College will revise its current models and evaluative materials, methods and processes.

APPENDIX G

Five-Year Action Plan for Nova University's Programs for
Higher Education (PHE) to Reguire Personal Computers
Glossary: Human Resouces Development
Robert W. Hill

FIVE-YEAR ACTION PLAN FOR NOVA UNIVERSITY'S PROGRAMS IN HIGHER EDUCATION (PHE) TO REQUIRE PERSONAL COMPUTERS

Human Resources Development

Robert W. Hill

Nova University

Dr. Barbara Carnes

South Florida Cluster

A seminar paper presented to Nova University in
partial fulfillment of the requirements for the
degree of Doctor of Education

Nova University

November, 1993

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INTRODUCTION

The first assignment discussed the human resources development activities of Nova University's Abraham S. Fischler Center for the Advancement of Education (FCAE) and, in particular, the Programs for Higher Education (PHE). That description included a discussion of a need for more training and development activities for the staff and faculty. The second assignment delineated my long-term vision for the university and PHE. It primarily focused on utilizing and integrating technology as the university once again becomes a leader in the twenty-first century in distance education. My earlier vision, albeit a somewhat grand and technological view of society and the typical American home, rested on the assumption that "everyone" was plugged into colossal multimedia networks born from the fusion of cable television, personal computers, and telephone lines. The intent of this paper is to present my five-year action plan for human resources development to achieve some of the components of my preferred future of Nova University.

BACKGROUND

Much has been written in the literature about the computer revolution that has changed the way America does business and views education. Few people would argue about the need for the educational practitioner, and doctoral candidates, to be facile with computers. As the population has aged and nontraditional attendance in college has become more common, distance education has become quite popular. Distance education is education where the teacher and learner are separate during a majority of instruction (Verduin & Clark, 1991). Nova University is largely known for its innovative use of distance-learning and technology as it brings the university to various cluster sites that are designed to accommodate the working professional. The development in recent years of new telecommunications and information technologies has led to a growing interest in distance learning on the part of practitioners in the field. PHE uses a self-directed, field-based learning situation. This approach is defined as:

> Field-based learning is grounded in practice rather than theory, though theory plays an important part. The learner is a practicing professional in the field; the faculty member is a practicing expert; the issues are ones of practical application to the work setting; the instruction takes place off-campus in the field; libraries used are in the field. The "real" is what is important (P. K. Mills, personal communication, September, 1993).

There are numerous definitions of distance education, as there are also probably many definitions of field-based learning. Nevertheless, distance or field-based education is carried out when an institution or organization develops educational media to unite the learner with the teacher. There are many delivery systems in place to accomplish this, including the use of computers.

The advent of the computer has given distance education new frontiers. Computers can be used to present educational material and to perform many other functions in the process of instruction. Most computer applications in distance education can be classified as computer-assisted instruction (CAI), computer-managed instruction (CMI), or computer conferencing (CC) (Verduin & Clark, 1991). Verduin and Clark go on to say elements of both CAI and CMI are found in computer-based instruction (CBI). Computer conferencing, electronic mail, and other means of electronic delivery used in CBI, allow people whether at home or virtually anywhere, with a personal computer to gain access to a variety of programs, schools, and on-line information and library resources.

Nova's own mission statement amended and adopted by the Board of Trustees on May 29, 1992 addresses the issue of technology:

> Nova University provides educational programs of distinction from prekindergarten through the doctoral level at times and locations convenient to students, prepares students for leadership roles in business and the professions, encourages research and community service, and **fosters an atmosphere of creativity and innovation utilizing technology where appropriate** (The Fact Book, 1993, p. iii).

The university's strategic plan entitled *Strategic Plan for the Nineties 1992-1997: Toward the 21st Century - Pursuing the Vision*, also refers to technology in both its vision and in one of its goals.

> *The Learning Environment*
> ...Nova's continuing use of **emerging technologies, educational resources**, alternative sites, clusters, cohorts, and other means of delivery, will continue to demonstrate that higher education can effectively provide high-quality learning opportunities regardless of students' locations, time constraints, or learning

> styles (Office of the Vice President for Computer and Information Technology, 1992, p. 5).
>
> *Goal 2*
> To view education as a unique value-added process through the exploration and implementation of improved ways of educating people that include effective global delivery systems.
>
> 2.1
> Implement procedures to facilitate academic program operations in a **distance education** format where appropriate.
>
> 2.2
> Develop an effective planning process for **instructional use of technology** (Office of the Vice President for Computer and Information Technology, 1992, p. 14).

Nova University was considered the maverick of nontraditional colleges and universities. "Nova has a national reputation among educators...and has been a leader in program innovation since its founding in 1964" (Verduin & Clarke, 1991, p. 45). However, other higher educational institutions started mirroring the Nova approach and offering off-campus, field-based programs as well. Today, Nova and PHE are no longer at the vanguard of distance-learning, as other schools have fully incorporated technology and computers into their programs.

Computers come in many shapes and sizes ranging from room-size mainframe computers to the miniaturized "palmtop" models. Today a growing number of people are using portable computers, often referred to as "notebooks." Most of today's notebook models measure 8 x 12 inches and weigh only six or seven pounds, making them as much as 10 pounds lighter than the also portable "laptop" computers which were popular only a few years ago. These powerful battery-operated machines, which can also be run on regular a/c current when an electrical outlet is available, have become quite popular. Professionals use them to do a number of functions, such as taking notes in meetings and working at home, on airplanes, or in hotel rooms. Conveniently, the notebooks have come down in price and now average $1,500 in cost.

In the United Kingdom, Open University (OU) adopted a "Home Computing Policy" in 1988, and has to date about 17,000 students using PCs to study at home without ever having to visit the central campus of OU at Milton Keynes in Buckinghamshire (Jones, Kirkup, & Kirkwood, 1993). Of course, the UK government was "the first national government to fund the establishment of a higher education institution dedicated both to distance teaching and to open access" (Jones, Kirkup, & Kirkwood, 1993, p. 35).

Several American schools have also recognized the versatility of these portable computers and have either supplied their students with or required their students to purchase notebooks computers. At Hartwick College in Oneonta, New York, and at the University of Minnesota's Crookston campus, students were given portable computers this fall for the first time and charged a higher tuition to pay for the machines and the software (DeLoughry, T.J., 1993). Students have been required to own notebooks for several years at such institutions as Bentley and Nichols Colleges and Drew University. In addition, students studying architecture at Mississippi State University, medicine at Case Western Reserve University, and business at Columbia University and the University of California at Los Angeles are required to have their own portable computers (DeLoughry, 1993).

Officials at these schools see numerous benefits in requiring the use of portable computers and moving away from the traditional computer lab facilities. Perhaps Richard A. Detweiler, president of the small liberal arts Hartwick College, put it best in the recent *The Chronicle of Higher Education* article when he said the following:

> I see portable computers becoming ubiquitous in higher education. Their popularity has grown, he says, as computers evolve from computational machines to communication devices.
>
> This is not something that the keepers of the Holy Grail - the techies - own. Students in all disciplines are using the machines for games and word processing, he says, and to send electronic mail over phone lines to the college's central computer and out onto the Internet.
>
> I want students to be connected electronically, from wherever they are - whether it be the cafeteria or home on vacation. Wireless networks are the future, and Hartwick administrators have already met with telephone-company officials to talk about equipping the portable computers with antennas so they can be used like cellular telephones to connect to computers on the Internet (DeLoughry, p. A24).

However, simply requiring students to have portable computers is not a panacea to improving the educational quality of a program. Even at Carnegie

Mellon, a university that is recognized as one of the top computer research facilities in the world, training faculty seems to be a problem. Robert S. Sullivan, Dean of the University's Graduate School of Industrial Administration, remarked as follows:

> We're focusing on the cognitive processes for learning. If you look at how a lot of instructors are teaching with computers in the classroom, they're dragging out old yellow transparencies. We have to be practitioners of what we're preaching. The computers could change the teaching paradigm, if only institutions would make full use of the technology (Wilson, D.L., 1993, p. A31).

Faculty resistance to technology is pandemic to the teaching professorate. Benn R. Konsynski, a professor of business administration at Emory University's Emory Business School, gets right at the crux of this problem in another recent *The Chronicle of Higher Education* article.

> More schools will move away from being suppliers of hardware and toward becoming information centers. But they must overcome other structural problems if the machines are to be used for teaching.
>
> Part of the challenge is that the professors themselves make up some of the strongest resistance to technology. Until we rethink the learning process and negotiate the roles and responsibilities, including those of technology, we're not going to fully utilize our investment in the technology, because we're trying to do old ways of teaching with new capabilities (Wilson, 1993, A32).

THE PROBLEM

All Nova students, staff, and faculty have access to one of the university's mainframe computers via either a *polaris* or *unix* account. All a student or faculty member has to do is submit a completed Request For An Account form, and shortly afterwards he or she is sent a user or login name with an initial password, along with a telecommunications manual and a local tymnet phone number with which to dial the university for free in most given areas. However, not many students or faculty members university-wide, or even in the doctoral PHE program, ever avail themselves of telecommunications and being on-line with Nova. The question then is either one of access or HRD or both.

Since PHE's students are primarily educational practitioners working at other educational institutions, it is reasonable to assume some have access to personal computers capable of telecommunications and the Internet in their workplaces. If this is the case, they would not need a Nova unix account unless they wanted to connect to the university's computer system. Still others may currently have their own home or portable computers capable of telecommunications and accessing the Internet, although it should be pointed out that the costs are prohibitive for a private individual not affiliated with an educational institution to join the Internet. Assuming access to the necessary computer equipment and software is a problem, albeit a financial one, this proposed action plan would eliminate the access problem in that all PHE students would be required to own a portable computer by 1997.

The larger problem I suggest, though, is **not** one of access, but of human resources development, particularly training and development. According to the latest *PHE Overview* marketing brochure, the current median age of PHE students is 43 years of age. A large number of students have not been students in many years. Many of PHE's students have not even had a formal computer class, and if they did, it was so long ago that the information they learned is considered obsolete by today's standards. PHE students are bright working adults, many of whom are, in fact, computer literate. As practitioners, many probably use some word processing or spreadsheet application software packages regularly, if not daily. Yet, students have seen the Request For Account forms, read the catalog's computer sections, and have heard the electronic librarian and others espouse the virtues of being on-line and doing electronic data base searches. But to someone who has never used a modem and experienced telecommunications, the concept seems almost ethereal.

All PHE students, staff, and faculty could benefit from training and development sessions involving telecommunications and exposure to the vast "information highway" that is available at their fingertips. If it is to once again become a leader in the now highly competitive distance-education arena of higher education, PHE must incorporate a "hands-on" training component as it moves toward a more integrated utilization of technology.

ASSUMPTIONS:

- Nova University is truly committed to the notion that education should not be timebound, nor placebound.
- Nova's PHE students are busy, working professionals with families and little spare time.
- Nova's PHE students are geographically scattered throughout North America and often in remote areas without access to college campus or library.
- Because the field-based learner is removed from a campus and a support network, he/she often feels isolated.
- Student and faculty unwillingness or reluctance to use telecommunications to be online with Nova is not so much a computer access problem, but an HRD problem. With proper "hands-on-training," student and faculty use of telecommunications will increase significantly.
- Nova has always been an innovative leader in its use of technology and distance learning and will continue to explore ways to provide a better education to more people, more cost effectively. It will use technology to continue to extend the campus, providing instruction to the workplace, to schools, and to other community organizations.
- Computer literacy and an understanding and sense of comfortableness with the emerging technologies is now mandatory for the effective educational practitioner. Microcomputers are as powerful as yesterday's mainframes, and they are lighter, portable, and even have wireless network connections.
- Nova will continue to explore new uses of technology to build a national network of educational practitioners who -- through electronic networks, satellite classrooms and conferences -- can transcend regionalism on consequential issues.
- With all students having their own notebook computers, time and energy will be saved. Students will be able to conveniently access the university's electronic library or other libraries and databases, do word processing, electronically transmit assignments and documents, and communicate with their instructors, fellow students, and administration.

TRAINING

The importance of training in an organization cannot be overemphasized. The influence of pioneer W. Edwards Deming's focus on constant improvement and quality extends well beyond Japan and the manufacturing sector to the service sector as well. Deming outlined his philosophy by listing 14 points for managing quality and productivity in his 1986 seminal work entitled *Out of the Crisis*. His sixth point pertained to training and development as he wrote, "Institute training on the job" (Cornesky, et. al, 1990).

The Total Quality Movement, referred to as TQM, is one of the most recent innovations which has moved from business and industry to higher education. TQM, as does Deming, emphasizes that employees need to receive training in basic quality skills related to performing their work and to understanding problems related to achieving quality. Although Nova is a very nontraditional educational organization, as is evidenced in the first two assignments, it is very much like other traditional educational institutions in how it views training and development. Many colleges and universities "tend to view 'training' as something which we 'do unto others' and think little about anyone 'doing unto us'" (Cornesky, et. al., 1990, p. 53).

This past year's PHE Summer Institute offered the faculty (part-time national lecturers who are in essence, adjunct instructors) its first faculty inservice meeting. The meeting enabled the faculty to rank in priority order its concerns for future inservice activities via a discussion and survey. In addition to the first formally scheduled inservice meeting, a small staffed computer lab was set up throughout the week in one of the suites of the hotel for the purpose of training the faculty on getting on-line with Nova and how to use electronic mail. As a student, this was extremely encouraging to see because some students are simply apprehensive about calling their instructors at home in the evenings, despite the fact that this is the standard operating procedure. Unfortunately, few of the faculty members took advantage of this modest attempt at training and development. Without any data, it would be safe to say that there was just too much going on during that busy week to provide an opportune time for this kind of training activity.

Computing novices and others with limited experience are likely to have difficulty diagnosing the nature of their problems. As they are working independently, it is difficult for them to know whether the problems they experience result from their own actions (for example, setting up the equipment incorrectly or giving inaccurate commands) or from hardware faults or errors in the software or course materials (Jones, Kirkup, & Kirkwood, 1993).

Thus, with proper training and development, Nova and PHE might effectively combat technophobia and at the same time add enjoyment and challenging rewards for the students, faculty and staff.

Desired Outcomes

After the hands-on computer training in telecommunications takes place, participants (PHE students, staff, and faculty members) will be able to do the following:

- Install and become familiar with a modem and communication software package (e.g., KERMIT, PROCOMM, etc.), if applicable.*
- Dial into the university through both tymnet and long distance and connect or log in to the Computer Center's UNIX system on the NOVAVAX (ALPHA) computer.*
- Know the basic and most practical UNIX commands (e.g., copy, logout, list, talk, remove, who, write, etc.)*
- Become familiar with the various directories and menus, including the Campus-Wide Information and News and Bulletins menus.
- Know how to use an electronic mail (e-mail) program, such as ELM or Pine, by composing and editing, sending, responding, forwarding, deleting, saving, and retrieving mail to correspond with anyone in PHE.
- Know how to transfer files to (download) and from (upload) a personal computer and how to change a file into ASCII format.
- To access the university's electronic library and walk through the various submenus, including accessing the card catalog and catalog of periodicals, communicating with the librarian and ordering materials, and accessing the CD-ROM databases, including the U. S. Department of Education's Office of Educational Research and Improvement's (OERI) Educational Resources Information Center (ERIC).
- After accessing ERIC, use ERIC's dialog commands to conduct a search by using the *Thesaurus of ERIC Descriptors* and then learn how to modify and limit the search.
- Know how to access the Internet Library Gateway to search other libraries and databases using Hytelnet.

- Be able to connect to the Internet and use the "Big 3" tools: e-mail, remote login (telnet) and file transfer (FTP).
- Be able to subscribe to and participate in a discussion list known as a Listserv.
- Be able to run a document through a grammatical checker such as Writer's Workbench.
- Become familiar with the electronic classroom possibilities.

* *(Knowledge of the first three items could be used to separate the training population into two groups: beginners and intermediate computer users. The "beginners" group could easily meet on a Friday evening before the Saturday session to "iron out" both "hardware" and "software" concerns.)*

Evaluation of Training and Development

The standard participant reaction questionnaire for the training would, of course, be administered immediately after the Friday evening or all day Saturday session(s), along with informal person-to-person feedback. After the time and energy spent on training to use their PCs, the computer novices should have a new-found confidence in using them. However, the real proof of the overall effectiveness of the "hands-on" training and development efforts lies in observing the post-training behaviors. One would logically assume that participant usage of telecommunications would significantly increase after the session(s).

Quantitatively, the UNIX accounts should indicate a greater percentage in the number of students utilizing Nova's UNIX system, along with an increased number of individual hours spent on-line. Furthermore, qualitatively, students should feel less of the sense of isolation inherent in most distance-education programs and experience more collegiality as they electronically communicate with their peers, instructors, and even central administration.

A BRIEF OVERVIEW

First Year (1994-1995):

- PHE will research and study other nontraditional graduate programs that require and effectively utilize and integrate personal computers. PHE officials will visit those schools and talk with students, faculty, and administration about the nuances of using the technology.

- Officials from Open University (OU) in the U.K. will be contracted to visit the school and make a presentation of its 1988 "Home Computing Policy."

- PHE will survey its present student body, faculty, and alumni on adopting a technology initiative.

- PHE will meet with the Computer and Information Technology (CIT) Education specialization students and faculty at the Summer Institute.

- PHE officials will attend other distance learning technology conferences and conventions and price various hardware and software products.

- PHE will purchase 40 "subnotebook" MS-DOS computers with built-in data/fax modem at approximately $1,500 each. This initial overhead cost would be necessary when PHE eventually requires all students upon enrolling in the program to have their own personal computer and has to then supply all cluster administrators and active faculty. They would remain the property of PHE and would be returned upon termination of employment.

- PHE will systematically open Unix accounts and assign user names and passwords to all new students as well as those students and staff who have not requested accounts.

- PHE will produce homegrown training materials such as CAI tutorials, videos, audio cassettes, and manuals as well as purchase off-the-shelf materials for all of the clusters.

- PHE will revise the study guides for the 3 Tampa seminars to reflect an integration of computers into the curriculum and program (e.g., everyone would have the same computerized statistical software package to do a problem in class in Research Methods, etc.).

- PHE will establish a committee whose purpose will be to address how best to design instruction for use of computers at a distance.

Second Year (1995-1996):

- PHE will pilot the technology initiative by selecting the Tampa site as its experimental group. The South Florida cluster would be too close to the main campus to officially be regarded as "distance learning," so Tampa which is only five hours away will logistically be well suited to pilot the study. PHE will visit the cluster and distribute the portable personal computers to all active students and to the local site administrators as well.

- PHE will also furnish the same computers to the three national lecturers who will be teaching the three seminars during the academic year, as well as to the site administration staff. These individuals will be given "hands-on-training" with computers and telecommunications on the main campus.

- PHE will provide a Friday evening and an all-day Saturday training session early in the fall for the Tampa students; the session will be at least two weeks prior to the first seminar meeting to allow for user familiarity. Someone from the center's Office of Technology and a representative from both the university's electronic library and off-campus library services will be conducting the training. Students will also be given all the necessary software and operating manuals in advance of the training session. The sessions will be videotaped for students to review in the future.

- PHE will fund a part-time evening toll-free help desk position exclusively for PHE students which will be run by PHE's South Florida CIT specialization students and staff. A database of known problems and their solutions to assist the advice-giving process can be established.

- Electronic mail aliases will be set up for the Tampa students that are in class as well as those that are working on their MARP so communication can easily be disseminated, and a support network would be in place.

- PHE will monitor the site's activities, gather data, and conduct formative evaluations while making any necessary modifications.

- PHE will develop and implement an on-line course via the Internet for all CIT specialization students.

Third Year (1996-1997):

- PHE will conduct a formal summative evaluation of the pilot cluster's year. In addition to the participants' affective comments, PHE will examine quantitative indicators such as the number of practicums and MARPs submitted and completed, and the grades and attrition from the three seminars. The evaluation and subsequent report will be finished and provided at the Summer Institute.

- PHE will amend the Policy and Procedures Manual and make the formal announcement that next year (1997-1998) all students will be required to own a personal MS-DOS computer. (Students will have the option of providing their own or purchasing one at cost from PHE via an increase in tuition spread out over the year. The cost can be included in financial aid calculations.)

- PHE will maintain a staffed microcomputer lab and conduct several hands-on training sessions at the Summer Institute on Unix and telecommunications. PHE will also inservice the faculty immediately after the faculty meeting.

- All faculty and staff will be online after the Summer Institute.

- PHE will contract with a vendor and warehouse personal computers that students would be able to purchase.

- Core and Specialization faculty will work on revising study guides to include specific plans for incorporating the students' use of e-mail.

- PHE will amend job description of all new staff and faculty members to have proficiency in and to utilize telecommunications.

Fourth Year (1997-1998):

- All students in the PHE program will have their own personal MS-DOS computer.

- PHE will electronically transmit memoranda, study guides, and other communications.

- PHE will moderate a listserv for the entire PHE program for both students and faculty/staff and set up smaller listservs for the various PHE specializations and clusters. Practicum Evaluators and MARP advisors will also have a listserv and encourage electronically transmitting partial documents.

- PHE will have a full-time, toll-free help desk, available both evening and weekend hours, exclusively for PHE students.

Fifth Year (1998-1999):

- PHE will establish a committee representing all the constituencies (students, faculty, administration, evaluators and advisors, etc.) and conduct a formal evaluation and review of the first year (1997-1998) of requiring computers of all students.

- PHE will work with the center's Office of Technology about further expanding technology into the curriculum and the overall program.

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NOVAUNIVERSITY
ABRAHAM S. FISCHLER CENTER
FOR THE ADVANCEMENT OF EDUCATION
Programs for Higher Education

MEMORANDUM

TO: Dr. Groff

FROM: Robert Hill, Graduate Fellow Robert Hill

RE: HRD Action Plan

DATE: January 3, 1994

Here is a revised (edited) copy of my five-year HRD action plan for PHE that I submitted for Dr. Carnes' seminar last term. Let me know if further editing is required. You have my permission to use the seminar paper for a report you are submitting to the Educational Resources Information Center (ERIC) and elsewhere.

Let me know when your report is finished as I would be interested in reading the final product. I'll be busy this term with "Research Methodology" in South Florida and "Curriculum and Program Planning" in Philadelphia. Enjoy your winter term Tampa seminar.

GLOSSARY

Human Resources Development
ECD 8008

Nova University

Programs in Higher Education

Robert W. Hill

Graduate Fellow

November 1993

HUMAN RESOURCES DEVELOPMENT (HRD) Glossary:

- **Action Learning/Research:** A cyclical process of research-change-research-change, etc. Research produces ideas for change. The changes are then introduced, and more research determines the effects of the change. This in turn produces new ideas for change and so on.

- **Andragogy:** The art and science of helping adults learn, in contrast to pedagogy as the art and science of teaching children.

- **ASTD (American Society for Training and Development):** The nonprofit professional association representing approximately 50,000 practitioners, managers, administrators, educators, and researchers in the field of HRD.

- **Basic Workplace Skills:** Reading, writing, and math deficiencies have been the first to appear in the workplace; but increasingly, skills such as problem solving, listening, negotiation, and knowing how to learn, as well as teamwork, self-esteem. leadership and motivation/goal setting, organizational effectiveness, employability/career development, oral and listening skills, and creative thinking are also viewed as essential.

- **BARS (Behaviorally-Anchored Rating Scales):** A form of appraisal ratings that differ from other scales (e.g., typical graphic rating scales) primarily in the process by which they are developed and the fact that the focus is on employee behaviors rather than on traits, which is usually the case.

- **Behavior Modeling:** A process of demonstrating appropriate behavior in training and also on the job. When used in the classroom, trainees may be asked to demonstrate the behavior. When practiced on the job, the employee's supervisor uses, or models, the desired behavior in daily activities.

- **Buzz Group:** Also called "break-out groups," these small groups of six or fewer participants meeting as part of a larger group. Usually all groups are meeting in the same room (hence the buzzing sound that gives it its name) for a limited period of time.

- **CAI (Computer-Aided Instruction):** One sits down at a computer terminal and works with a program that's supposed to teach one something. Students interact directly with instruction presented by computer-monitored equipment.

- **CBT (Computer-Based Training):** Self-paced programmed instruction that provides trainees with immediate reinforcement of correct responses, direction to the source of correct material when errors are made, and practice with the skill or knowledge.

- **CD (Career Development):** The focus of assuring an alignment of individual career planning and organization career-management processes to achieve an optimal match of individual and organizational needs.

- **Collaborative Lifelong Learning:** Learning that takes place after a degree in a more formal setting, in concert with an organization, one's colleagues, or family.

- **Continuing Education:** Education and training programs for adult learners that grew out of the late 1960s adult education movement. College credit or continuing education units CEUs) may be awarded for participation.

- **Cost-Benefit Analysis:** From operations research, a method of evaluating the implications of alternative courses of action used in selecting training.

- **Creativity Training:** A program popular in the 1990s with the most common approach of focusing on freeing the imaginative right brain from the domination of the logical left.

- **Decentralization:** When control or authority over the organization is spread widely from its central administrators to department heads and others farther down the administrative ladder

- **Dyad:** A pair of employees used in training break-outs.

- **Employee Education:** Various programs (including career education, continuing education, occupational education, and cooperative education), that are offered to meet employee educational needs.

- **Environmental Scanning:** The name for a structured examination of the future external environment. It is a systematic procedure for monitoring the world in which the organization receives its sustenance, for the purpose of identifying opportunities and threats.

- **Experiential Learning:** A learning process in which the content of what is to be learned is experienced as directly as possible, in contrast to being read about in a book or talked about in lecture and discussion.

- **External Environment:** An organization functions in an external environment consisting of two broad components: (1) the general public, consisting of everyone not directly involved in - or affected by - the organization; and (2) external stakeholders, consisting of everyone directly involved in - or affected by - the firm but not working inside it.

- **Formative Evaluation:** Rigorous, advance testing of instructional content and presentational methods before widespread use of them. Formative evaluation takes its name from using evaluation to *form* instruction.

- **Hawthorne Effect:** The term derives from Elton Mayo's classic experiments begun in the mid-twenties at Western Electric's Hawthorne plants. In everyday usage, the term has come to mean initial improvement in performance following a newly introduced change.

- **Human Potential Movement:** A term still in force today, although it is loosely applied to both the human relations training popular in the 1960s and the so-called personal growth training that absorbed the "Me Generation" in the 1970s and included sensitivity training, encounter groups, sensory deprivation tanks, Rolfing, and various forms of meditation to Arica, est, primal screaming, T'ai Chi, and astral projection.

- **Human Relations Training:** The basic premise "that things get better when people get along" is still alive and well and currently goes by such names as communications training, team building, and participative management.

- **HRD (Human Resource Development):** The integrated use of training and development, organization development, and career development to improve individual, group, and organizational effectiveness.

- **HRM (Human Resource Management):** The term has come to be used in place of *personnel* and as a synonym for *human resource practice* and refers to such activities as selection and staffing, compensation and benefits, employee assistance, and union/labor relations.

- **Instructional Design:** Planning of the methods, techniques, and learning events that will be used in a learning situation.

- **Interactive Video:** Two-way video delivery of information that allows the trainee to choose among alternatives and to see the consequences of those choices.

- **Interventions:** Strategies for producing change under the banner of organizational development (OD) are typically called interventions. Some of the most familiar are team-building, action research, survey feedback, and "techno-structural intervention."

- **JIT (Just in Time) Production:** The classic four-step learning process developed during WWII to train one worker to do one job. "Tell, show, do, and review" was usual shorthand for the JIT process, which involved lecture, demonstration, performance tryout, and critique phases.

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- **JTPA (Job Training Partnership Act):** In 1982, this legislation placed greater reliance on the private sector through local Private Industry Councils (PICs) in providing job training and employment opportunities. JTPA focused on the training of displaced workers, the economically disadvantaged, and two youth programs, the Job Corps and the Summer Youth Employment Program.

- **Learning Environments:** The total setting in which a learner is expected to achieve learning objectives.

- **Learning/Instructional Objectives:** An instructional objective clearly stated in learner-oriented terms. It may originate with the learner.

- **MBO (Management by Objectives):** A process of goal setting and performance measurement where goals are set by a unit's managers in consultation with higher management.

- **Management Development Programs:** Those organization-sponsored programs aimed at educating supervisory and/or nonsupervisory employees above and beyond the immediate technical requirements of their jobs.

- **Manpower Development Training Act (MDTA):** In 1962 the U.S. Congress established a broad program for assisting unemployed workers in obtaining employment through the development of new or increased skills.

- **Mission:** Also called *purpose* is the fundamental reason for an organization's existence. It defines activities the organization performs or intends to perform and the kind of organization it is or intends to be.

- **Needs Assessment:** A strategy or approach of comparing *what is* (condition) and *what should be* (criterion). Different data collection methods (e.g., interviews, surveys, observation, task analysis, employee performance appraisals, etc.) can be used to compare condition and criteria in needs assessment and thus uncover deficiencies (weaknesses) and proficiencies (strengths).

- **NGT (Nominal Group Technique):** An idea-generating procedure that permits written recording and verbal discussion of ideas for problem solving, planning, and needs assessment.

- **NSPIE (National Society for the Promotion of Industrial Education):** NSPIE was formed in 1906 at Cooper Union in New York City to provide a vehicle for ideas and standards. In 1918, NSPIE became the National Society for Vocational Education.

- **OD (Organizational Development):** An applied behavioral science approach to planned organization change concerned with assuring both healthy inter-unit and intra-unit relationships and helping groups initiate and manage change.

- **ODQ (Organizational Diagnosis Questionnaire):** Preziosi's survey-feedback instrument designed to collect data on organizational functioning. It measures the perceptions of persons in an organization or work unit to determine areas of activity that would benefit from an organization development effort.

- **Off the Shelf:** Training materials, including program packages, videos, tapes, software, c.d.'s, commercially available.

- **OJT (On-the-Job Training):** Activities conducted at the work site to help the learner develop job-related competencies while engaging in productive work at the same time.

- **Operational Planning:** Short-term planning that is the primary concern of first-line supervisors, such as annual budgets. Less risky than strategic or coordinative plans, operational plans involve scheduling and moving needed resources.

- **Participative Management:** Systematic efforts to get more people, and particularly lower-level people, involved in the planning and decision-making activities that concern them and their work.

- **Performance Appraisal:** The periodic or continuous evaluation of the contribution of individuals and groups within the organization.

- **Personnel Management:** The recruitment, selection, maintenance, development, utilization of, and accommodation to human resources by organizations. The term has been mostly replaced by Human Resource Management or HRM.

- **PERT (Program Evaluation Reviewing Techniques):** Acts a managerial tool for defining and coordinating what must be done to successfully accomplish objectives on time.

- **PPBS (Planning Programming Budgeting Systems):** A process that strengthens an organization's capability to do long-range planning and helps management use available resources in the most effective way to meet planned goals.

- **Pygmalion Effect:** A phenomenon or theory which holds that when the person in charge expects people to do well, they do well.

- **SBP (Strategic Business Planning):** In the most fundamental sense, involves choosing how an organization will compete. It requires consideration of an organization's present internal strengths and weaknesses and future external threats or opportunities.

- **Sensitivity Training:** The collection of methods for improving the individual's sensitivity to himself and others. Popular in the 1960s and 1970s, this type of human relations training is seldom used today.

- **SHRD (Strategic Human Resource Development):** The process of changing an organization, stakeholders outside it, groups inside it, and people employed by it through planned learning so that they possess the knowledge and skills needed in the future.

- **Socio Technical Systems:** An organization's total system has a complete set of human activities plus interrelationships to the technical, physical, and financial resources and to the processes for turning out products and delivering services. Used in Organizational Development (OD), thinking about an organization as a sociotechnical system helps us accept the "human-machine relationships."

- **Soft Skills Training:** Those skills that tend be called "people skills" whereas "hard" skills would be technical in nature (computer programming, engineering, etc.).

- **Strategic Organization Development:** A series of steps in which managers and employees identify what group norms and organizational culture *should* exist to facilitate implementation of SBP, assess future pressures favoring change and existing pressure impeding change, compare present and future pressures, and carry out OD interventions to deal with future pressures favoring change and existing pressures impeding change.

- **Strategic Planning:** Planning that is directed toward achieving long-term goals and objectives over several years. The essence of Strategic planning and thinking is the awareness of how future conditions may affect present decisions or past actions.

- **Summative Evaluation:** After doing formative evaluation, the first step in testing instructional materials, it should be followed at a later time by summative evaluation, which takes its name from using *summed effects* of instruction for evaluative purposes. However, unlike a formative evaluation, it seeks to determine the value of the present materials for a defined target group or a particular target setting or both.

- **Survey Feedback:** A type of databased intervention which flows from surveys of the members of a system and reports the results of the survey to the group.

- **Task Analysis:** Traces its roots back to the early-twentieth century time-and-motion studies of Frederick Taylor and other scientific management proponents. Different from needs analysis, task analysis analyzes the specific activities which make up a particular work task.

- **Team Building:** The process by which work relations are improved among members of some task group in an organization using various techniques. It may be used as an organizational development intervention or as a separate activity.

- **T-Groups:** A mainstay method of the sensitivity training in the sixties and seventies, as the group usually assisted by a facilitator, typically evolved its own structure as the members of the group accomplished their task "to learn about themselves in a social context."

- **T&D (Training and Development):** Identifying, assuring, and--through planned learning --helping develop the key competencies that enable individuals to perform current or future jobs.

- **TQM (Total Quality Management):** A formally recognized process of continued, constant improvement of services and products. It is also known as Continuous Quality Improvement (CQI), Continuous Quality Management and other similar terms.

- **Vestibule Training:** The term was used to refer to training conducted off the factory floor, where duplicate equipment was available and job instruction training could go on without disturbing other workers. While its complement, *on-the-job training*, is still around, vestibule training is rarely used now. *Simulation* is sometimes used today to refer to more or less the same thing.

11/23/93
66 terms

MEMORANDUM

TO: Dr. Groff

FROM: Robert Hill, Graduate Fellow

RE: HRD Glossary

DATE: December 22, 1993

Thank you for your kind words regarding both my glossary and action plan for the *Human Resources Development* seminar. Here is a more current edition of the glossary than the one in which you originally saw. You have my permission (and appreciation) to use the glossary for the Tampa cluster during the winter term and elsewhere.

I will start editing the action plan for adherence to APA format and will await your comments before sending you the edited plan.

Have an enjoyable holiday!

Robert Hill